

CO-ORDINATING PRINCIPALS IN NEWFOUNDLAND
AND LABRADOR, WITH PARTICULAR ATTENTION
TO THE ROLE IN THE AVALON NORTH
INTEGRATED SCHOOL DISTRICT

CENTRE FOR NEWFOUNDLAND STUDIES

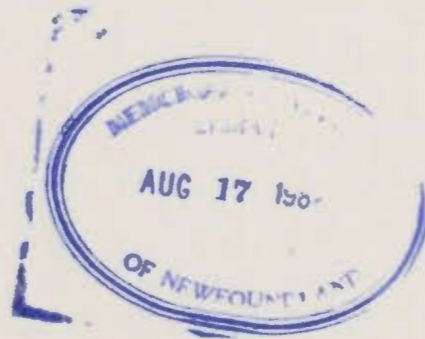
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CO-ORDINATING PRINCIPALS IN NEWFOUNDLAND AND LABRADOR,
WITH PARTICULAR ATTENTION TO THE ROLE IN THE AVALON
NORTH INTEGRATED SCHOOL DISTRICT



by
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A Thesis submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

One purpose of this study was to make a brief preliminary survey of the Co-ordinating Principals (CPS), their boards and school systems in Newfoundland and Labrador, and to examine the duties of CPS as listed in the by-laws of school boards.

The main purpose was to examine the perceptions and expectations of various educational personnel in the Avalon North Integrated School District with respect to 37 stated duties of the Co-ordinating Principals listed under six specific areas--School-Community Relations, Curriculum and Instruction, Staff Personnel, Pupil Personnel, Physical Facilities and General Administration. Also examined with respect to CPS were hindrances to their work, distribution of their time, conflict areas and additional duties.

For the preliminary survey an information sheet was used to gather data on CPS in Newfoundland and Labrador. This data was analyzed and presented in tabular form. Three questionnaires gathered information from educational personnel in the Avalon North Integrated School District concerning 37 stated duties of the CPS listed under six administrative areas. In the analysis of data, chi square was used to test inter-group percentage differences, using

Yates' correction for continuity when the frequency was less than five. For inter-group weighted-score differences, one-way analysis of variance was used, followed by the Scheffé method of multiple comparison to test inter-group differences in mean scores. For intra-group percentage differences, the chi square analysis at the .05 level was used to test the differences. The data was discussed and presented in tabular form.

In the preliminary survey the researcher found that there were no CPS in Labrador, that all school districts in Newfoundland had one or more CPS but that only 11 districts had CPS co-ordinating all their schools. Most schools not being co-ordinated were small all-grade, or primary or elementary schools in geographically remote areas, or in areas where the denomination operating the school was in a minority.

In the detailed examination of the role of the CP in Avalon North, responses to the three questionnaires yielded statistically significant differences for both expectations and perceptions, and a majority of these differences involved responses from either principals or supervisors, or both. Also, statistically significant differences were found between perceptions and expectations. The average distribution of CPS time on three listed duties was 40 per cent teaching, 47 per cent administration of school and 13 per cent co-ordination of a school system. The two main hindrances were regular teaching duties and lack of clerical help. Two

duties specified by the school board were perceived as not being performed by CPS--arranging high school entrance examinations, and initiating, encouraging, and fostering PTA organizations. Principals disagreed that CPS should decide on the closing of any school in the system.

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LIST OF ABBREVIATIONS

CPS - This abbreviated form will be used in this study for "Co-ordinating Principals" or CP for "Co-ordinating Principal."

CHAPTER I

THE PROBLEM

This chapter, which is divided into six parts, presents the problem. First presented is the historical background followed by the statement of the problem outlining the ten questions to be investigated. The next three parts of the chapter set forth the need for and the importance of the study, and the definition of terms. Part V presents the theoretical background while Part VI describes the organization of the report.

I. THE HISTORICAL BACKGROUND

The mid-fifties saw important changes in the organizational structure of education in Newfoundland and Labrador. Centralization resulted in the phasing out of many small schools and the province-wide construction of central and regional high schools. Thus, the new role of Supervising Principal emerged in 1955. The supervising principals of regional and central high schools were responsible for the supervision of feeder schools in their systems. As this consolidation of schools continued, the need for another administrative position was created. This position was filled in large regional high school systems by the appointment, under the supervising principal, of board supervisors

(1 where enrollment reached 2,000, 2 for 5,000, and 3 when enrollment exceeded 9,000 pupils), whose function it was to supervise the feeder schools (Rowe, 1964:147).

This system of supervision continued until the implementation of the recommendations of the report of the Royal Commission on Education and Youth, when the government enacted the Education Act, 1968, and the Schools Act, 1969. This legislation brought about the re-organization of the Department of Education and the consolidation of school boards.

The boards were reduced in number from several hundred to 35, each serving a large geographical area. The size and complexity of the new school districts required the creation of new administrative positions. With the institution of supervisory, consultative, and specialist staffs, the old name of "Supervising Principal" which was in vogue prior to consolidation was changed to "Co-ordinating Principal." The need for direct supervision by the Supervising Principal decreased because of the activities of the new supervising staff.

The reorganization of school boards resulted in the availability of central office personnel to assist teachers and principals in the performance of their tasks. With the advent of new instructional programs, pre-vocational education, continuous progress and the deviation of Kindergarten to XI into primary, elementary, junior high and high schools, the need for co-ordinating increased. These changes in education have raised many concerns which

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the CP must confront. Can the CP perform these tasks? Should someone at the central office be responsible for co-ordination?

The CP ~~not~~ only has his principal's duties outlined by the Schools Act 1970, Section 80, R.S.N., but also may have his co-ordinating duties outlined by the school board which employs him. The CP often has a dual responsibility of being the building principal in one school and being the CP of the system comprising his own school and feeder schools. Many CPS have three major roles--co-ordinating principal, building principal and teacher.

The administrative staff of the larger school districts has been expanded by the addition of assistant superintendents, supervisors, consultants and specialists. The emergence of these positions has eroded some of the original functions of the CP. In his thesis concerning the role of the Junior High School Co-ordinators in Alberta, Hewko (1965:3) states:

In establishing its organization for supervision, a school district must ensure that appropriate positions are created so that all supervisory functions are adequately performed and must ensure that the incumbents are aware of the distinct functions for which they are responsible.

With the emergence of new positions in Newfoundland and Labrador, it is important to obtain some clarification of duties, responsibilities and problems associated with these positions, and to review the functions of older positions. An attempt needs to be made to determine from those most

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closely involved how the position of CP might be further developed.

II. STATEMENT OF THE PROBLEM

This study has two purposes, first to examine generally the role of the CP in Newfoundland and Labrador, and, secondly, to conduct an in-depth analysis of the role in the Avalon North Integrated School District.

Questions

In the course of this study, the following questions will be investigated:

- (1) Throughout the province, what are the general characteristics of the school system in which the CPS perform, with respect to: number of CPS, pupil enrollment, number of schools, principals and teachers?
- (2) Throughout the province, what are the stated duties of CPS as outlined by school boards?
- (3) In the Avalon North Integrated School District, what are the perceptions of the Superintendent, Assistant Superintendent, Supervisors, Principals and CPS for the actual performance of the CPS in the following six areas:

School-Community Relations

Curriculum and Instruction

Staff Personnel

Pupil Personnel

Physical Facilities

General Administration

- (4) In the Avalon North Integrated School District, what are the expectations of the Superintendent, Assistant Superintendent, Supervisors, Principals and Teachers for the behavior of the CPS in the six stated areas?
- (5) In the Avalon North Integrated School District, are there differences between expectations and perceptions of the Superintendent, Assistant Superintendent, Supervisors and Principals for the performance of the CPS?
- (6) In the Avalon North Integrated School District, what main hindrances are perceived by the Superintendent, Assistant Superintendent, Principals and CPS as preventing the CPS from operating effectively?
- (7) In the Avalon North Integrated School District, what duties in addition to the 37 listed in the questionnaire, do the various educational personnel perceive or expect the CPS to perform?
- (8) In the Avalon North Integrated School District, how do CPS distribute their time among teaching, administration, and school system co-ordination?
- (9) In the Avalon North Integrated School District, do CPS perceive themselves as having conflict areas with Superintendents, Supervisors, other CPS, Principals and Teachers?

- (10) Do CPS perform the duties specified in the by-laws of the Avalon North Integrated School District?

III. NEED AND IMPORTANCE OF THE STUDY

The role of the Co-ordinating Principal in Newfoundland and Labrador remains somewhat obscure. There has been a complete lack of research in this area. Moreover, while the Department of Education Act provides the legal framework within which the Newfoundland school principals base their authority, and the Schools Act (Teachers' Salaries) Regulations provide the basis for designating a principal in a school system as Co-ordinating Principal, there is no specification of duties for the Co-ordinating Principal.

The growing complexity of school systems, the various conflicting duties of central office personnel, and the apparent gaps that exist between elementary and secondary schools are further reasons for this study. The Co-ordinating Principal is faced with many challenges in the administration of a school system. It is reasonable to assume that he/she could administer a school system more effectively if he/she were aware of how other CPS perform. Conflicting expectations from various sources regarding the role of the CP and the need for a common understanding of the role in a school system are also reasons for this study.

In 1976, the Newfoundland Teachers' Association Executive appointed a committee to study the positions of Co-ordinating Principal and Co-ordinating Vice-Principal. The purpose of this study was to recommend specific duties (above and beyond those listed in Section 80 of the Schools Act) for these positions. As a result of this the Annual General Meeting of the Newfoundland Teachers' Association in 1977 passed a resolution as follows:

The Co-ordinating Principal must be the professional leader in a regional school system. In the system he/she has responsibility to his/her students, teachers, other principals, non-professional employees, parents and the Local Committee. He/she must work with the Superintendent, Assistant Superintendent, Board Supervisors, Business Manager, and Maintenance Supervisor in providing the optimum learning conditions for the students in his/her schools. (Minutes of NTA, 1977:p. 2)

In addition to the list of duties outlined for principals in the Schools Act 1970, Section 80, the Newfoundland Teachers' Association recommended the following duties for the CP:

- (a) To visit as often as possible (at least 4 times per year) all schools under his/her jurisdiction;
- (b) To convene a meeting of all principals in his/her system early in September and at other appropriate times during the year (at least two others) in an attempt to improve the educational program;
- (c) To co-ordinate the entire school system so that a basic program can be developed and common policies implemented;
- (d) Assist principals with any problems relating to the general administration and organization of his/her school;

- (e) Assess where necessary the quality of instruction at all grade levels;
- (f) Insure that all rules and regulations are being adhered to, as prescribed by the Department of Education and the School Board;
- (g) To discuss with principals any weaknesses found in the school;
- (h) To perform such other duties as the superintendent may assign.

(Minutes of NTA, 1977;p. 2)

These eight duties were not adopted since specific duties of the CP other than those listed in the Schools Act (1970, Section 80) were the prerogative of each school board.

In order to obtain some clarification of duties, responsibilities, and the problems associated with this position, an attempt has been made in this exploratory study to determine from those most closely involved how the role of CP might be further developed.

IV. DEFINITION OF TERMS

For the purpose of this study, the following terms have been defined.

Co-ordinating Principal. A school principal to whom a school board has assigned professional or administrative duties covering the operating of two or more schools, or one or more than one school system; [The Schools Act (Teachers' Salaries) Regulations, 1975: Item 2(e)].

School system. A high school, together with one or more than one elementary school in which programs are

offered for students progressing from Kindergarten to Grade XI; the boundaries and the schools to be included in a school system shall be determined by the school board concerned; [The Schools Act (Teachers' Salaries) Regulations, 1975: Item 2(m)].

Principal. The principal of a feeder school in a school system.

Board Supervisor. A Board Supervisor appointed under the Act, including both generalists and specialists. [The Schools Act (Teachers' Salaries) Regulations, 1975: Item 2(b)].

Superintendent. The chief administrator of a school district.

Role. A set of expectations applied to an incumbent of a particular position. (Gross, 1958:60)

Expectations. A set of evaluative standards applied to an incumbent of a particular position. (Gross, 1958:58)

Perceptions. An individual's concepts which represent preferential biases developed out of experience. (Katz & Khan, 1967:188)

Alter group. A group which holds expectations or perceptions for the behavior of an incumbent of a position.

V. THEORETICAL BACKGROUND

This section presents a theoretical framework which was useful for this study. Since this study is concerned with the administrative duties of the CP in the co-ordination of a school system within a school district, literature pertaining to the various aspects of educational administration and the various operational areas of educational administration will be discussed.

A Concept of Educational Administration

The spectacular changes taking place in our technological society have produced changes in both education and administration. The rapid development in elementary and secondary education in Canada and the United States has been accomplished by demands for reorganization of educational structure and for more elaborate administrative machinery. Newfoundland is not isolated from the educational scene in these changes. These developments have brought about what may be conceived as revolutionary concepts of educational administration. The tremendous body of research carried out in the last quarter of a century has produced an abundance of literature on educational administration. Much of this relates to the changing concepts and functions of administrators with particular emphasis on the function of supervision of instruction and on instructional leadership.

Although in current literature the function of supervision and improvement of instruction is emphasized as the major responsibility of educational administrators, it should not be conceived as being the only function; nor should it be conceived that supervision of instruction is unrelated to the total administrative process. Educational administration is a complex process, and includes many functions, activities and dimensions. Perhaps the definition of educational administration stated by Campbell et al. (1958: 78) serves to illustrate the complexity of this process:

... educational administration occurs in a school community and consists of providing facilities and developing goals and policies basic to teaching and learning, stimulating and development of appropriate programs for teaching and learning, and procuring and managing personnel and materials to implement teaching and learning.

Implicit in the above statement are four general aspects of the administrative activity which Campbell et al. (1958:172) emphasize. First, there is a purpose or goal of administration; second, there is a task to perform; third, there are situational factors surrounding the administration; and fourth, there are certain processes through which the task is accomplished. These four aspects are related to each other and constitute the whole of the administrative activity. An explanation of each of these aspects will help to clarify the relationship.

Purpose or Goal

The purpose of educational administration is to facilitate teaching and learning. The task cannot be

commenced without a purpose in mind towards these ends. It is therefore the administrator's basic responsibility to give leadership to community groups, the school board and the staff by developing definite goals and policies. The more precisely the goals and policies can be defined and stated, the more likely they are to be effectively achieved.

The Task

By far the most important aspect of educational administration is the task or duty. It is the job that the educational administrator must do in order to achieve the goals of education. Once the goals of educational organization are specified clearly, the administrative activity can commence because there is a task to perform. Administrative tasks are many and may include the daily routine activities to those that involve the solution of complex problems. Campbell (1971:136) groups these tasks into what he calls six operational areas.

The first operational area is that of school-community relationships. Since the school derives its existence from the community, the administrator must maintain close communication with the community to achieve the goals of education. This task he can perform by maintaining close contact and working with the school board in order to develop and maintain their help and confidence, by reporting to the public on all aspects of the educational program, by encouraging community support for and participation in

education, by establishing effective communication between the school and community, and by interpreting to the staff the unique social and cultural characteristics of the school-community.

The second operational area is curriculum and instruction. Determining of objectives, the development of a program of instruction, the use of instructional procedures, and the continuous evaluation of instruction are some of the major activities in this area of operation.

The third operational area is obtaining, developing and improving staff personnel. Teachers must be selected, assigned, supervised and evaluated on their performance as a teacher to improve instruction. It is in this area that the administrator must use all his skills in human relations in order to maintain proper staff morale and exploit the initiative and cooperation of each individual teacher.

The fourth operational area is managing pupil personnel. Activities in this area are those services that supplement regular classroom instruction. They include organization of and accounting for students and the provision of special services where these are needed. An inventory of the number of pupils and their various characteristics would help in planning the space needed, what classes and courses could be offered, and what services could be provided and what personnel could be used. Pupil services include handling pupil absence, tardiness and discipline, and providing a guidance program to meet educational, vocational and personal needs

of pupils.

The fifth area of operation is providing the physical facilities. The need for various programs emphasizes the relevancy of facilities to meet the needs of these programs. This also includes school buildings, school grounds, transportation and equipment, and instructional supplies. The administrator's responsibility is to determine the needs, lay down appropriate plans, and ensure that proper services and facilities are provided when needed.

The sixth area of operation is management of finance and business. Administrators contribute to all the activities required to keep a school operating: records, reports, correspondence, requisitions, inventories and budget to run the system effectively. The management of a school system involves an organizational structure through which authority may flow to make decisions and conduct activities. One of the difficult tasks here is to clarify the rights and duties of each position in the educational structure.

Situational Factors

Educational administration always occurs in some setting and this is a product of the situation. There are many factors which may limit the behavior of an administrator in a school setting. Among such factors may be mentioned: the community with its social and cultural values, and pressure groups; the school board representing community interests and determining educational policy. The school

system with its social structure and teacher expectations, number of pupils and teachers and its physical organization limits to some degree the scope of administration.

The Process

The administrative process is the means by which an organization makes decisions and takes action to achieve the goals. Campbell (1971:179) describes the process in terms of five components, namely decision-making, programming, stimulating, co-ordinating and appraising. These components are all part of the administrative task areas.

Just as these components are part of the administrative process, the four aspects of educational administration--goal, task, situation and process--cannot be conceived apart from the total administrative activity. The task, for example, cannot be performed without establishing the goals of education or the situation involved in employing the administrative processes.

It is not difficult to realize that educational administration is a complex activity; and one can perceive the enormous task that confronts a school administrator in the education field.

Perceptions and Alter Groups

If the administrator's job is considered facilitating the work of others to improve teaching and learning, those persons who are responsible for helping other education personnel see their tasks with less difficulty and more

clarity need to reassess their own behavior and ascertain from others how these others perceive the administrator's work. In school systems an analysis of the role of the CP by other educational personnel would help to evaluate his role. This may be accomplished by determining superintendents', co-ordinating principals', supervisors', principals', and teachers' perceptions of the role of the CP.

Perception, as defined by C.V. Good (1959:389) is:

- (1) In its most limited sense, the awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation;
- (2) more broadly, awareness of whatever sort, however brought about.

Katz and Khan (1967:188) claim that "perception is an individual concept which represents preferential biases developed out of experience." Since a person's perceptions are subjective, it is possible to argue that a survey of perceptions of alter groups may not give a true picture of the real situation.

Studies by Oldford (1972), Condon (1972), and Bullen (1972), in Newfoundland on teachers' perceptions of influential and effective supervisory roles point out that such variables as teacher's sex, population of area served by the school, type of board, size of school, teacher's experience and professional preparation are significantly related to teachers' perceptions of supervisory personnel.

Parsons (1971:241) states, "How an individual teacher perceives a supervisory role depends upon "All"

his past experiences which he/she can relate in some way to his/her interaction with the person in that role." It is important to find out what perceptions educational personnel hold for administrative positions and it is possible for these perceptions to differ.

Expectations and Alter Groups

If the CP and his alter groups--superintendent, supervisors, principals and teachers--agree concerning the ideal behavior of the CP, they have a strong base on which to build effective working relationships. If, on the other hand, there is a lack of agreement with respect to the expectations of the alter groups on how the CP should behave, the CP is faced with a difficult situation. It is necessary for him to come to terms with the expectations of others for his behavior in an administrative position.

Warren (1959) found that the expectations of principals and staffs for the leadership role of the principal differed from a high degree to a low degree. There was a high degree of consensus on items describing the principal's role in human relations. There was a low degree of consensus within each sample of items suggesting the principal's supervisory responsibilities. A further conclusion was that there was no significant difference between principal and teacher expectations on each of the leadership dimensions of Consideration and Initiating Structure. It was also found that no significant relationship existed between

teacher expectations and (a) the level of the teacher's professional training; (b) the size of the school system in which the teacher operated; (c) the teacher's total years of teaching experience.

According to Getzels' and Guba's model (Campbell, 1971:238-243) expectations determine the roles which make up the structure of an institution. Various formal and informal alter groups hold expectations for the role of the CP. School boards have formal written expectations for the duties of the CPS. Other alter groups hold expectations for the behavior of the CP. It is, therefore, the task of the CP to analyze these expectations, recognizing the conflicts both among and within the alter groups, and attempt to resolve these conflicts to form a pattern of behavior that will fall within the tolerance limits of most or all of his alter groups.

VI. ORGANIZATION OF THIS REPORT

The remainder of the report is organized into five additional chapters. Chapter II presents relevant Canadian literature. Chapter III describes the design of this study. Chapter IV describes the preliminary survey which analyzes the duties of CPS in their boards and systems throughout Newfoundland and Labrador. Chapter V presents the findings from the three questionnaires administered to school personnel of the Avalon North Integrated School

District. Chapter VI summarizes the report, draws conclusions from the data presented, and makes several recommendations.

CHAPTER II

RELATED RESEARCH LITERATURE

This chapter presents a review of Canadian studies with a special focus on Nova Scotia studies.

I. CANADIAN STUDIES

The author found very little research on the duties of CPS as they function in Newfoundland and Labrador. The author wrote to the Department of Education in all provinces of Canada to find out if there was a supervising principal or co-ordinating principal who fitted the description of the CP in Newfoundland. The term "Co-ordinating Principal" has not been used in any of the provinces of Canada with the exception of Newfoundland and Labrador. However, the term "Supervising Principal" does occur in the provinces of Nova Scotia, Prince Edward Island, and Ontario.

The basic provisions relating to what is called in Ontario a "Supervising Principal" are found in Ontario Regulation 704/78, specifically in Section 10(4) and 10(5) (Appendix A: Correspondence) as follows:

- 10(4) A board may appoint a person who holds the qualifications required by subsection 1 as a supervising principal to supervise the administration of two or more elementary schools operated by the board and such person

shall be subject to the authority of the appropriate supervising officer.

- 10(5) A supervising principal may be principal of one of the schools of which he is supervising principal provided he is not principal of any other school.

The duties of a supervising principal are not spelled out in detail but reference is made specifically to supervising the administration of two or more schools. The position exists only at the elementary school level, for there is no such thing in Ontario as a supervising principal of secondary schools.

The Department of Education in Prince Edward Island has a supervising principal for several elementary schools, but his duties are the same as those of other principals.

A 1966 study by Uhlman (1966:iv) found that supervising principals in Nova Scotia were seen by school board members as playing an important role as instructional leaders. Their involvement was seen as advisory.

II. THE DUTIES OF SUPERVISING PRINCIPAL IN NOVA SCOTIA

Two studies conducted in Nova Scotia by Harrison (1965:10-12) and Uhlman (1966:2-3) point out the duties of the supervising principal:

In 1958 a five-man committee was appointed to study the general area of supervision of public schools in Nova Scotia. At the same time the position of supervising principal was introduced into the administrative structure of the province. This was to be a supervisory oriented position in which the principal was to become educational leader of his school system. The committee recommended a

list of duties of a supervising principal to the Department of Education, and in 1961 these recommendations were introduced almost entirely into the Schools Act of the province of Nova Scotia. The Committee's recommendation for the principal were:

- (1) To be responsible to his employing board, and through it to the Inspector of Schools in the division, for the supervision and administration of the school system.
- (2) To be advisor to his employing school board on all matters pertaining to the school system.
- (3) To be responsible for initiating, developing, and evaluating an educational program within the school system.
- (4) To be responsible where applicable for the delegation of any necessary authority to his assistant(s), supervisor(s) of curriculum, and principal(s).
- (5) To be responsible for the organization of supervision in the system, including classroom visitations, teacher consultations, inservice training, a complete testing program and a promotional program.
- (6) To be responsible for maintaining and filing a complete record system for each pupil.
- (7) To be responsible for recommending the employment, retention or dismissal of teachers in his school system.
- (8) To be responsible for liaison between the educators, the school board, and the public.
- (9) To be responsible for submitting written reports to the school board and the Inspector of Schools in the division.
- (10) To be responsible for recommending the purchase of classroom supplies and equipment for all schools in the system.
- (11) To be responsible for advising the school board on matters of maintenance, including janitorial services.

- (12) When and as directed by the employing board, on the advice of the Inspector of Schools for the division, the superintendent, supervisor of schools or supervising principal of a regional, rural or district high school shall be responsible for the in-service training program and the supervising of the educational program in the "feeder" schools.
(Harrison, 1965:10-12)

The supervising principal in Nova Scotia is guided by the duties put forth in the Schools Act and at the same time his behavior is influenced by the expectations of the school board. When this happens the supervising principal is thwarted in his attempts to perform his role (Uhlman, 1966:4). In comparison, the duties of a principal in Newfoundland are listed in the Schools Act while the duties of CP are outlined in the by-laws of some school boards. Thus, the CP, in order to perform his role, must adjust to the expectations of the school board and to reconcile in his mind the expectations of the Department of Education with those of his board.

These duties of the supervising principal in Nova Scotia do not specify that he/she is principal of a high school, rather he/she is responsible for the supervision and administration of a school system and this does not include teaching duties. However, the supervising principal or co-ordinating principal in Newfoundland does have the duties of a principal of a high school, teaching duties and supervision of feeder schools.

CHAPTER III

DESIGN OF THE STUDY

This chapter describes the methods used in the study. First is described the preliminary survey of all systems in the province with co-ordinating principals. Then are described the three questionnaires used to measure the perceptions and expectations of various educational personnel in the Avalon North Integrated School District. The methods by which the questionnaires were constructed and validated are described, and the procedures by which they were used.

I. PRELIMINARY SURVEY

As a preliminary step to the study of the CP in Newfoundland and Labrador, a letter (Appendix A) accompanied by an Information Sheet (Appendix B) was mailed to all superintendents of school districts to gather the following information concerning questions 1 and 2 on page 4:

1. Names and addresses of schools co-ordinated.
2. Names of CPS and the principals in feeder schools.
3. Grades taught in all schools in the school system.
4. School enrollment as of April, 1977.

All the school districts were asked to return to the researcher any by-laws of the school boards which outlined the duties of the CPS. The number of teachers in each school was compiled from the Directory of Schools, 1976-77.

II. INTERVIEWS

Informal interviews were conducted with the following personnel:

1. Director of Professional Development, NTA.
2. Assistant Deputy Minister of Education (Academic).
3. Two CPS in the Avalon North Integrated School District.
4. Four CPS in the Avalon Consolidated School District.
5. Three superintendents of school boards.
6. The CP of Ramea Integrated School District.

These informal interviews were conducted for the following purposes:

1. To become familiar with the role of the CP, since the researcher was not employed by the Department of Education.
2. To identify the duties of the CPS in four school systems in the Avalon Consolidated School District and two in the Avalon North Integrated School District, to facilitate the construction of the questionnaire for the survey.
3. To find out some of the views of three superintendents concerning the role of the CP.

The questions asked during the informal interviews included:

1. What was the size and enrollment of the school system for the CP?
2. How did the CP distribute his time?
3. Did the CP see any changes in his role during his occupancy of that role?
4. What were his co-ordinating duties? Was his role clearly defined?
5. How often did he visit feeder schools?
6. Did the CP assist in selection, orientation, assignment and evaluation of teachers?
7. What responsibilities did the CP have towards promotion, evaluation, orientation, transportation and fund-raising activities of pupils?
8. What responsibilities did the CP have regarding school system facilities?
9. What responsibilities did the CP have in curriculum and instruction?
10. Other than the above, what administrative duties did the CP have?

The answers to the questions were not included in this report since they were designed only to give the researcher a general overview of the role of the CP in several school districts and assist him in the direction that the study should take.

III. THE QUESTIONNAIRES

The instrument used to gather data on the role of the CP in the Avalon North Integrated School District was in the form of three questionnaires, each divided into two parts.

Questionnaire I

Questionnaire I, a copy of which is contained in Appendix C, was for completion by the superintendent, the assistant-superintendent, supervisors and principals other than CPS. Respondents gave their perceptions of what the CPS were doing in the six administrative areas of school-community relations, curriculum and instruction, staff personnel, pupil personnel, physical facilities and general administration, by responding to from two to eight questions in each area. One of four possible responses to each question was circled-- 3, 2, 1, or N:

3. The CP performs this duty to a large degree.
2. The CP performs this duty to a limited degree.
1. The CP does not perform this duty.
- N. Not applicable to this situation.

Part II requested personal data from respondents-- sex, age, position, teaching certificate, number of years teaching, administrative experience, teaching periods per week or cycle, grades taught, academic degrees and graduate courses completed.

Questionnaire II

Questionnaire II, a copy of which is contained in Appendix C, was for completion by the CPS. Respondents gave their perceptions of what they were doing in the six administrative areas of school-community relations, curriculum and instruction, staff personnel, pupil personnel, physical facilities and general administration, by responding to from two to eight questions in each area. One of four possible responses to each question was circled--3, 2, 1, or N:

3. I perform this duty to a large degree.
2. I perform this duty to a limited degree.
1. I do not perform this duty.
- N. Not applicable to my situation.

This questionnaire focussed on the duties of the CP relevant to the co-ordination of the school system rather than his/her duties as a building principal or teacher.

Part II requested personal data from respondents--sex, age, years as principal of a school, years as a CP, teaching certificate, number of years teaching, academic degrees or diplomas, and number of graduate courses completed.

Questionnaire III

Questionnaire III, a copy of which is contained in Appendix C, was for completion by the superintendent, assistant superintendent, supervisors, principals other than CPS, and by teachers. Respondents were asked to give

their expectations of what the CP should be doing in the six areas. Respondents were asked to read carefully each of the 37 items divided into the six administrative areas and to circle one of four possible responses--S A (Strongly Agree), A (Agree), D (Disagree), or S D (Strongly Disagree).

Part III completed by teachers requested personal data from the respondents.

IV. CONSTRUCTION OF QUESTIONNAIRES

This section discusses the procedures used in constructing each draft of each questionnaire. The researcher compiled a list of duties from the administrative areas in the questionnaire developed by Ludlow (1968:170). A list of activities was compiled from the six operational areas of Campbell as described on pages 12-14 of this report. A comparison of these two lists was made by the researcher and after discussion with a CP, the lists were discarded since the duties were relevant to a building principal rather than the co-ordinating function of a CP.

The researcher had received copies of the by-laws of school boards outlining the duties of the CPS in 10 districts. The duties of these districts were compared and outlined by the researcher under the six operational areas of Campbell described in this study. These 35 duties formed the basis of an interview schedule for informal interviews with two CPS in the Avalon North Integrated School District and the CP of Ramea Integrated School

District. The CPS were asked if these duties were relevant to their role and also if there were other duties which the researcher had neglected to include. As a result of these interviews with CPS and interviews with the Director of Professional Development, NTA, Assistant Deputy Minister of Education (Academic), three superintendents of school boards, and four CPS in the Avalon Consolidated School District, 35 items were listed as the basis for construction of the questionnaire. Then the items were re-arranged under the six administrative areas. The list of duties for Avalon North/Integrated School District were listed under the general administration area with the exception of items concerned with pupil personnel, staff personnel, and community relationships, which were listed under the appropriate areas.

The first draft of the questionnaire was compiled and submitted to the study of colleagues and professors in the Department of Educational Administration, the CP of Ramea Integrated School District, the CP of E. Vaters Pentecostal Collegiate and two CPS of Avalon Consolidated School District for criticism, clarity and suggestions. Items 6 and 21 were added to the first draft and the questionnaire was revised to include 37 items. Since the first draft measured only perceptions and could not give the researcher a complete description of the role of the CP, it was revised. The second draft included three questionnaires to measure perceptions and expectations using the

37 items for each questionnaire. These questionnaires were discussed with colleagues and professors, then submitted to the researcher's faculty advisor for approval. Following approval, the questionnaires were prepared for distribution.

V. VALIDITY AND RELIABILITY

Since the questionnaires included the ten duties of CPS as specified in the by-laws of the Avalon North Integrated School Board and were designed to find out whether these duties were performed, the questionnaires were considered to have content validity. A careful sampling of duties of nine other school boards and the interviews with CPS in Avalon North Integrated School District helped to ensure validity.

However, the researcher realizes that the wording of duties could be ambiguous and misunderstood by educational personnel. To help overcome this ambiguity, the questionnaires were given to two colleagues, two professors and four CPS to critique. Upon the advice of these groups, some changes were made that accounted for their criticisms. For example, several statements which included two duties were rewritten and ambiguous language changed.

The validity of the questionnaires may be limited by their reliability since there was no test and re-test before being administered to educational personnel in the Avalon North Integrated School District. Also the questionnaires were administered and collected during the last

few weeks of the school year and the pressure to respond may have reduced the reliability of the questionnaires. However, to ensure validity, the researcher made a thorough study of the duties of the CPS in Avalon North Integrated School District. Also to ensure reliability, the total number of educational personnel in Avalon North Integrated School District was included in the study.

VI. MAILING AND FOLLOW-UP PROCEDURES

After the superintendent had given his approval by telephone, the researcher mailed the questionnaires to the various research subjects in the Avalon North Integrated School District, advising them of the project and requesting their co-operation. Mail for the superintendent, the assistant superintendent, and all the supervisors was sent to the central office. Mail for the CPS, principals and teachers was sent to the appropriate schools with instructions for distribution and collection. A total of 521 questionnaires were mailed. One school with a principal and 10 teachers, teaching Kindergarten to Grade VII was not included in the study because it was not under the coordination of a CP but was a system in itself.

The researcher telephoned all CPS to assist in the completion and return of the questionnaires in the school systems. On one day of the following week, four graduate students visited CPS' schools to collect the questionnaires. Later the researcher telephoned

principals, visited schools and central office to collect questionnaires, and the percentage of returns was raised to 74.8 per cent.

VII. DISTRIBUTION AND RETURN OF THE QUESTIONNAIRES

Table 1 indicates to whom the questionnaires were mailed and by whom returned.

Returns were received from the superintendent, assistant superintendents, and all CPS. One supervisor did not complete the perception questionnaire because he worked with 11 CPS and duties that applied to one might not apply to the others. Thirteen principals returned neither their perceptions questionnaire, nor their expectations questionnaire. One hundred and four teachers did not return their questionnaire. Because of the large distances, the number of schools and the limited time, some questionnaires had not been returned to the CPS by the time the four graduate students visited, and they in turn were unable to visit all the schools. Although the researcher telephoned all schools which he was unable to visit, some teachers and principals did not respond because they were busy with exams, reports and finishing activities at the end of the school year. Non-respondents were not only from remote areas of the district, but also from Ascension Collegiate and St. Paul's Central High.

TABLE 1
DISTRIBUTION AND RETURN OF QUESTIONNAIRES CLASSIFIED
BY GROUP IN AVALON NORTH INTEGRATED SCHOOL DISTRICT

Group	Mailed	Returned	Per cent Returned
<u>Perceptions</u>			
Superintendent	1	1	100
Assistant-Superintendent	1	1	100
Supervisors	10	9	90
Principals	38	25	65.8
Co-ordinating Principals	11	11	100
<u>Expectations</u>			
Superintendent	1	1	100
Assistant-Superintendent	1	1	100
Supervisors	10	10	100
Principals	38	25	65.8
Teachers	410	306	74.6
Total	521	390	74.8

CHAPTER IV

THE PRELIMINARY SURVEY

In this chapter is presented information obtained from the superintendents in the preliminary survey. First to be set forth are the characteristics of the school systems which have CPS, together with details of schools and school systems which do not. Second are reported the duties of CPS as specified by school boards.

I. CPS: THEIR BOARDS AND SYSTEMS

Question 1 of the present study, as set forth on page 4, reads:

Throughout the province, what are the general characteristics of the school systems in which the CPS perform with respect to number of schools, pupil enrollment, number of CPS; principals and teachers?

The information to answer this question was obtained from the Information Sheet (Appendix B) completed on each CP by the superintendent and from the Directory of Schools, 1977-78.

CPS: Their Boards

Tables 2 and 3 show the number of CPS, their schools, and enrollment compared with total schools and enrollments for Integrated and Roman Catholic districts. All school districts have one or more CPS except the two Integrated Districts of Labrador East and Labrador West, the Seventh Day Adventist Board and Labrador Roman Catholic District. While 11 boards have CPS for all their schools, other boards operate many of their schools without them. Many of the schools without CPS, except St. John's Roman Catholic, are either remote all-grade schools or remote primary or elementary schools. Each CP serves a school system with an average of just under 1,000 pupils.

CPS: Their School System

Table 4 shows the number of schools, pupils and teachers for each school system with a CP, by school district. This section will give a brief description of the school systems with and without CPS in each school district. The information comes from Tables 2-4, the Information Sheets provided by the superintendents and the Directory of Schools, 1976-77.

Vinland. The Vinland Integrated School District has one CP who serves nine of the district's 18 schools-- the IX-XI high school, the VII-VIII junior high school, the K-VI elementary school, all in St. Anthony, and six elementary schools in Ship Cove, St. Carol's, Raleigh,

TABLE 2

THE NUMBER OF CPS, THEIR SCHOOLS AND ENROLLMENT COMPARED WITH
TOTAL SCHOOLS AND ENROLLMENT, INTEGRATED DISTRICTS, 1977

School District	No. of CPS	SCHOOLS		ENROLLMENT	
		with CPS	Total No. of District Schools	with CPS	Total Pupils in District
Vinland	1	9	18	1,459	1,834
Straits of Belle Isle	5	19	22	2,117	2,372
Deer Lake	3	13	16	2,798	3,061
Green Bay	5	25	33	3,373	3,838
Exploits Valley	6	21	21	5,829	5,829
Notre Dame	5	18	18	4,338	4,338
Terra Nova	8	40	40	7,651	7,651
Cape Freels	3	10	12	1,712	1,792
Bonavista-Trinity-Placentia	8	39	42	6,064	6,921
Avalon North	11	49	50	9,528	9,947
Avalon Consolidated	5	31	31	13,389	13,389

TABLE 2. (Continued)

School District	No. of CPS	SCHOOLS		ENROLLMENT	
		with CPS	Total No. of District Schools	with CPS	Total Pupils in District
Burin Peninsula	4	18	20	3,911	4,105
Bay d'Espoir, Hermitage, F.Bay	4	13	19	1,634	2,253
Port aux Basques	1	7	14	1,909	3,101
Bay of Islands-St. George's	4	17	31	4,518	7,526
St. Barbe South	4	13	17	1,820	2,245
Labrador East	-	-	13	-	2,877
Labrador West	-	-	5	-	1,864
Burgeo	1	2	2	751	751
Ramea	1	3	3	416	416
Conception Bay South	1	7	7	2,755	2,755
Totals	80	354	434	75,972	88,865

Information on total enrollment and total schools per board was taken from the Directory of Schools, 1976-77.

TABLE 3

THE NUMBER OF CPS, THEIR SCHOOLS AND ENROLLMENT COMPARED WITH TOTAL
SCHOOLS AND ENROLLMENT, ROMAN CATHOLIC DISTRICTS, THE PENTECOSTAL
ASSEMBLIES AND THE SEVENTH DAY ADVENTIST, 1977

School District	No. of CPS	SCHOOLS		ENROLLMENT	
		with CPS	Total No. of District Schools	with CPS	Total Pupils in District
Bay St. George	4	11	11	2,813	2,813
Burin Peninsula	6	20	23	3,968	4,516
Conception Bay Centre	1	7	8	1,674	1,922
Conception Bay North	5	14	13	2,602	2,602
Exploits-White Bay	5	14	17	3,797	3,956
Ferryland	3	12	14	2,297	2,393
Gander-Bonavista	2	5	13	1,352	2,370
Humber-St. Barbe	6	19	31	6,781	7,116
Labrador	-	-	9	-	3,737
Placentia East-St. Mary's	8	24	24	4,649	4,649
Port au Port	4	16	16	5,298	5,298

TABLE 3 (Continued)

School District	No. of CPS	SCHOOLS		ENROLLMENT	
		with CPS	Total No. of District Schools	with CPS	Total Pupils in District
St. John's	2	6	38	2,020	20,362
Sub-total	46	147	217	37,251	61,734
Pentecostal Assemblies Board of Education	9	37	53	5,329	6,558
Seventh Day Adventist S.B.	-	-	5	-	456
Totals	55	184	275	42,580	68,748

Information on total enrollment and total schools per board was taken from the Directory of Schools, 1976-77. Information for Table 4 was taken from the Information Sheets collected in June, 1977. Thus, totals in Tables 2 and 3 will not agree with totals in Table 4.

TABLE 4

NUMBER OF SCHOOLS, PUPILS, AND TEACHERS FOR EACH SCHOOL SYSTEM WITH
A CO-ORDINATING PRINCIPAL, BY SCHOOL DISTRICT, APRIL, 1977

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Vinland	Harriet Curtis Collegiate, St. Anthony	10	1,567	77	9
Straits of Belle Isle	St. Augustine's Central High, Plum Point	3	544	25	2
	Englee Regional High, Englee	2	289	15	1
	Evelly Collegiate, Roddickton	2	210	9	1
	Canon Richards Central High, Flower's Cove	6	675	30	5
	Mountain Field Central High, Forteau	6	432	15	5
Deer Lake	Hampden Central High, Hampden	2	369	17	1
	Sop's Arm Central High, Sop's Arm	3	309	13	2
	Elwood Regional High, Deer Lake	9	2,165	88	8

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Green Bay	Cape John Collegiate, La Scie	5	626	22	4
	Beothuk Collegiate, Baie Verte	8	1,024	41	7
	Ridgemount Collegiate, King's Point	3	243	11	2
	Grant Collegiate, Springdale	4	885	40	3
	Dorset Collegiate, Pilley's Island	5	595	28	4
Exploits Valley	Buchans Central High, Buchans	3	571	27	2
	W. Bramwell Booth Memorial, Windsor	2	884	39	1
	G.F.A. Regional High, Grand Falls	4	1,377	62	3
	Inglis Memorial High, Bishop's Falls	3	635	31	2
	Senior High School, Botwood	5	1,531	71	4
	Central High, Point Leaming-ton	4	663	33	3

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Notre Dame	Regional High, Lewisporte	5	1,536	70	4
	Greenwood Central High, Campbellton	3	621	29	2
	Central High, Twillingate	3	989	44	2
	Central High, Change Islands	3	137	5	2
	Virgin Arm Central High, Virgin Arm	4	1,055	48	3
Terra Nova	Fogo Island Central High, Fogo	11	1,062	42	9
	Gill Memorial Central High, Musgrave Harbour	2	429	19	1
	Burnt Hill Academy, Carmanville	8	763	29	7
	Wing's Point Elementary, Wing's Point	4	697	32	3
	Gander (Chris Hancock)	6	2,104	90	6
	Gambo (James Hickman)	8	1,558	70	8
	Glovertown Elementary, Glovertown	4	896	40	3
	Holy Cross Central High, Eastport	2	478	24	1

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Cape Freels	St. Augustine's Central High, Trinity, B.B.	3	593	28	2
	Lumsden Central High, Lumsden	2	256	13	1
	Lester Pearson Central High, Wesleyville	4	862	47	4
Bonavista- Trinity- Placentia	Bonavista Central High, Bonavista	3	1,051	45	2
	T.A. Lench Memorial Regional High, Catalina	6	664	27	5
	Central High, Musgravetown	5	1,122	47	4
	Integrated High, Clarendville	14	1,866	71	13
	Little Heart's Ease Central High, Little Heart's Ease	4	479	19	3
	Sunnyside All-Grade, Sunnyside	2	320	16	1
	St. Michael's Central High, Arnold's Cove	3	319	12	2
	Long Valley All-Grade, Swift Current	2	243	10	1

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Avalon North	Holy Trinity Central High, Norman's Cove	5	716	31	4
	Whitbourne Central High, Whitbourne	2	430	19	1
	St. Martin's Central High, Dunville	2	257	13	1
	St. George's Central High, New Harbour	7	1,221	48	6
	Holy Trinity Regional High, Heart's Content	4	751	33	3
	E.J. Pratt Central High, Brownsdale	4	413	18	3
	Jackson-Walsh Central High, Western Bay	2	415	19	1
	Persalvic Central High, Victoria	2	646	34	1
	James Moore Central High, Carbonear	4	962	43	3
	St. Paul's Central High, Harbour Grade	3	500	23	2
	Ascension Collegiate, Bay Roberts	14	3,317	131	13

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Avalon Consolidated	Bishop's College, St. John's	7	3,168	150	6
	Booth Memorial Regional High, St. John's	8	3,132	134	7
	Prince of Wales Collegiate, St. John's	9	4,247	185	8
	Mt. Pearl Central High, Mount Pearl	4	2,109	80	3
	St. Boniface Regional High, Bell Island	3	614	27	2
Burin Peninsula	Central High, Jacques Fontaine	7	463	18	6
	Pearce Regional High, Salt Pond, Burin	5	1,697	73	4
	Fortune Collegiate, Fortune	3	790	35	2
	John Burke Regional High, Grand Bank	3	961	48	2
Bay d'Espoir, Hermitage, F. Bay	Greenwood Central High, Milltown	2	479	23	2
	John Watkins Central High, Hermitage	2	249	11	1

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
	King Academy, Harbour Breton	2	429	19	1
	Fitzgerald Central High, English Harbour West	7	477	19	6
Port aux Basques	St. James Regional High, Port aux Basques	7	1,909	77	6
Bay of Islands-	Templeton Collegiate, Gillams	7	1,148	47	6
St. George's	Herdman Collegiate, Corner Brook	4	12,023	99	3
	E.A. Butler Central High Robinsons	2	288	13	1
	Stephenville Int. High, Stephenville	4	1,049	52	3
St. Barbe South	Bonne Bay Central High, Woody Point	3	271	12	2
	Holland's Memorial Central High, Norris Point	4	829	36	3
	Greavett Memorial Central High, Cow Head	4	480	17	3
	Jakeman Central High, Trout River	2	240	11	1

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Labrador East	-	-	-	-	-
Labrador West	-	-	-	-	-
Burgeo	St. John Central High, Burgeo	2	749	34	1
Ramea	St. Boniface Central High, Ramea	3	416	17	2
Conception Bay South	Queen Elizabeth Regional High	7	2,756	112	7
Bay St. George	Assumption Central High, Stephenville Crossing	2	897	43	1
	St. Joseph's Regional High, St. George's	4	830	40	3
	St. Jude Central High, St. Fintan's	3	282	15	2
	Belanger Memorial Central High, Upper Ferry	2	712	29	1
Burin Peninsula	St. Paul's Central High, Rushoon	5	344	13	4

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
	Marystown Central High, Marystown	3	1,446	66	2
	Berney Memorial Central High, Burin	2	548	24	1
	St. Augustine's Central High, St. Lawrence	3	823	39	2
	Holy Name of Mary Regional High, Lawn	3	365	15	2
	St. Joseph's Central High, Lamaline	4	442	18	3
Conception Bay Centre	Roncalli Central High, Avondale	7	1,674	76	6
Conception Bay North	Bishop O'Neill Collegiate, Brigus	4	883	40	3
	St. Francis Central High, Harbour Grace	3	624	26	2
	St. Clare's Central High, Carbonear	3	611	29	2
	Corpus Christi Central High, Northern Bay	2	276	14	1

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Exploits- White Bay	St. Joseph's Central High, Bay de Verde	2	353	18	1
	St. Michael's Central High, Grand Falls	6	2,190	106	5
	St. Catherine's Central High, Grand Falls	6	2,181	105	5
	St. Theresa's Central High, Buchans	2	223	12	1
	St. Pius X High, Baie Verte	3	699	35	2
Ferryland	La Rochelle Central High, Brent's Cove	2	267	13	1
	Mobile Central High, Mobile	4	745	33	3
	Baltimore Regional High, Ferryland	6	939	44	5
	Stella Maris Central High, Trepassey	2	595	28	1
Gander- Bonavista	St. Paul's Central High, Gander	2	872	40	1
	St. Mark's Central High, King's Cove	3	480	23	2

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
Humber-St. Barbe	Xavier Central High, Deer Lake	3	743	36	2
	Roncalli High, Port Saunders	2	557	24	1
	Presentation Central High, Corner Brook	5	1,851	86	4
	Regina Regional High, Corner Brook	8	2,851	130	7
	Cabrini Central High, Curling	3	1,018	44	2
	Holy Cross Central High, St. Alban's	4	1,058	42	3
Labrador	-	-	-	-	-
Placentia-St. Mary's	Central High, Mount Carmel	2	344	16	1
	Enright Memorial Central High, St. Joseph's	2	411	16	1
	Dunne Memorial Central High, St. Mary's	2	502	23	1
	St. Ann's Central High, St. Vincent's	2	302	14	1
	Xavier Central High, Long Harbour	1	180	8	-

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
	Our Saviour King Central High, Southern Harbour	2	299	15	1
	Fatima Central High, St. Bride's	4	465	20	3
	Laval Regional High, Placentia	8	2,146	85	7
Port au Port	St. Stephen's Central High, Stephenville	6	2,508	117	5
	Bishop O'Reilly High, Port au Port	4	1,358	67	3
	Our Lady of Lourdes Central High, Lourdes	3	752	33	2
	Notre Dame du Cap Central High, Degrau	3	679	33	2
St. John's	St. Kevin's All-Grade, Goulds	2	940	37	2
	St. Edward's Regional High, Bell Island	3	1,080	49	2
Pentecostal Assemblies Board of Education	F.G. Bursey Memorial Collegiate, Grand Falls	7	1,353	52	6
	G. Shaw Collegiate, Chapel Island	5	872	35	4

TABLE 4 (Continued)

District	Name and Address of School System	No. of Schools	Enrollment	No. of Teachers	Other Principals
	Ralph Laite Collegiate, Lewisporte	8	676	27	7
	R.W. Parsons Collegiate, Robert's Arm	4	415	15	3
	A.C. Palmer Collegiate, Roddickton	3	299	13	2
	Eugene Vaters Collegiate, St. John's	2	532	19	1
	A. Garrigus Collegiate, St. Lunaire	2	275	11	1
	Charisma Collegiate, Springdale	4	639	27	3
	L.S. Eddy Collegiate, Stephenville	2	268	14	1
Seven Day Adventist	-	-	-	-	-
	Totals	554	121,969	5,384	424

Information was taken from the Information Sheets for Table 4.

Great Brehat, Cook's Harbour and Griquet. The CP also co-ordinates a Roman Catholic school in Goose Cove. There is no CP for the remaining nine schools, eight of which are all-grade or almost all-grade schools operating in isolated settlements in Coastal Labrador, and one elementary school at Big Brook. Thus, 1,459 pupils out of 1,834 are served by a CP.

The Straits of Belle Isle. The Straits Integrated School District has five CPS co-ordinating 19 out of its 22 schools, serving 2,117 of its 2,372 pupils. Each co-ordinates a central high school VII-XI, and from one to six primary and elementary schools. The remaining three schools are an all-grade school in Red Bay, Labrador, and two schools in Main Brook, an elementary K-VI school, and a VII-XI high school.

Deer Lake. Deer Lake Integrated School District has three CPS co-ordinating 13 of its 16 schools serving 2,798 of its 3,061 pupils. Two of the three CPS each co-ordinate a central high and one elementary school. The other CP co-ordinates a IX-XI regional high, a VII-VIII junior high and seven elementary schools, most of them in Deer Lake. The Sop's Arm CP has responsibility for Pentecostal K-VI school in Sop's Arm. There is no CP for the remaining three schools, two of which are all-grade schools operating in isolated settlements of White Bay, and the other is the Vera Perlin School in Deer Lake.

Green Bay. Green Bay Integrated School District has five CPS who serve 25 of its 33 schools--each CP with a VII-XI high school and 2-7 elementary schools, serving 3,373 of its 3,838 pupils. The remaining schools are small elementary or almost all-grade schools with one to eight teachers in remote settlements of the district. The Grant Collegiate CP also co-ordinates Sacred Heart Elementary (III-IV) in Little Bay and St. Patrick's primary (K-II) in St. Patrick's.

Exploits Valley. Exploits Valley Integrated School District has six CPS serving the 21 schools with 5,829 pupils. Each CP serves over 500 pupils in two to five schools.

Notre Dame. Notre Dame Integrated School District has five CPS serving all of its 18 schools with 4,338 pupils. Three CPS serve about 1,000 pupils while one serves 600 pupils and one serves the small school system in Change Islands of 137-pupils.

Terra Nova. Terra Nova Integrated School District has eight CPS serving its 40 schools with 7,651 pupils. There are two CPS in Gander and Gambo who are not principals of school buildings but each is a co-ordinator of a large school system serving six to nine schools. The remaining six CPS co-ordinate school systems of two to 11 schools. The CP in Carmanville co-ordinates a Pentecostal elementary

school along with seven integrated schools. The Fogo CP co-ordinates seven integrated schools, three Roman Catholic schools in Island Harbour, Fogo and Tilting as well as a Pentecostal school in Seldom Come By.

Cape Freels. Cape Freels has three CPS co-ordinating 10 of its 12 schools, serving 1,712 of its 1,792 pupils. There is no co-ordinator in Greenspond which has a central high and an elementary school serving 81 pupils.

Bonavista-Trinity-Placentia. This school district has 10 CPS but only eight fit the definition of CPS in this study. Two CPS in Port Rexton and Random Island serve all-grade schools. Eight CPS serve 39 schools with 6,064 pupils. The school at Old Bonaventure is a remote school with no CP. The CP in Clarendville co-ordinates 13 feeder schools with 1,280 pupils besides Clarendville Integrated High School with 586 pupils.

Avalon North. Avalon North Integrated School District has 11 CPS, the most CPS in one school district. The 11 CPS co-ordinate 49 of its 50 schools serving 9,528 of its 9,947 pupils. Tricon Elementary, Bay-de-Verde with 200 pupils is served by the Roman Catholic CP of St. Joseph's Central High, Bay-de-Verde. Ascension Collegiate CP co-ordinates a large school system of 14 schools serving 3,317 pupils.

Avalon Consolidated. Avalon Consolidated School.

District has five CPS co-ordinating all of its 31 schools with 13,389 pupils. Three school systems, Bishops College, Booth Memorial High and Prince of Wales Collegiate have over 3,000 pupils while Mount Pearl has 2,109 pupils and Bell Island has 614 pupils.

Burin Peninsula. Burin Peninsula Integrated School.

District has four CPS co-ordinating 18 of its 20 schools, or 3,911 of its 4,105 pupils. There is no CP for the remaining two schools, the K-IX school in Grand Le Pierre and the K-VIII school in Monkstown, both in remote settlements.

Bay d'Espoir, Hermitage, Fortune Bay. This district

has four CPS co-ordinating 13 of its 19 schools, serving 1,634 of its 2,253 pupils. There is no CP for the remaining six schools which are all-grade schools operating in isolated settlements in Hermitage Bay and Fortune Bay.

Port aux Basques. This district has one CP who

serves seven of the district's 14 schools--the IX-XI regional high, the VII-VIII junior high, and five elementary schools, all in or near Port aux Basques. There is no CP for the remaining seven schools. Three of these are all-grade schools and three are elementary schools in geographically remote areas of the district. The seventh is an elementary school in Codroy.

Bay of Islands-St. George's. This Integrated school district has four CPS who serve 17 of its 31 schools or 4,518 of its 7,526 pupils. Eleven elementary and primary schools in Corner Brook and Curling are not co-ordinated by a CP, but the higher grades are. The remaining three schools not co-ordinated by a CP are two all-grade schools in Lark Harbour and St. George's, and the K-IX school in Gallants which is somewhat isolated.

St. Barbe South. St. Barbe South Integrated School District has four CPS who co-ordinate 13 of its 17 schools, serving 1,820 of its 2,245 pupils. The remaining four schools not co-ordinated by a CP are an all-grade school in Daniel's Harbour, a I-X grade school in River of Ponds, and an elementary school in Bellburns which feeds into Daniel's Harbour all-grade, and the Hawke's Bay elementary school which feeds into the Port Saunders Roman Catholic high school.

Labrador East. Labrador East Integrated School District has no CP to its 13 schools serving 2,877 pupils. This district had a CP 10 years ago, but discontinued the role because the CP did not have the time to co-ordinate feeder schools. The co-ordination is done by subject department heads and supervisors.

Labrador West. Labrador West Integrated School District has no CP for its five schools serving 1,864

pupils. The schools are not arranged with a feeder system to a central or regional high school. The Integrated high school students in Labrador City attend Labrador City Collegiate which is a joint Roman Catholic and Integrated high school.

Burgeo. Burgeo Integrated School District has one CP to co-ordinate its two schools serving 751 pupils.

Ramea. Ramea Integrated School District has one CP to co-ordinate its three schools serving 416 pupils.

Conception Bay South. The Conception Bay South Integrated School District has one CP co-ordinating seven schools--the IX-XI regional high, the VII-VIII junior high and the five elementary schools, serving 2,755 pupils, all in or near Foxtrap.

Bay St. George. The Bay St. George Roman Catholic School District has four CPS who co-ordinate its 11 schools serving 2,813 pupils.

Burin Peninsula. Burin Peninsula Roman Catholic School District has six CPS co-ordinating 20 of its district's 23 schools, serving 3,968 of its 4,516 pupils. Although schools in Petite Forte and South East Bight are in isolated settlements not connected by road in Placentia Bay, they are still co-ordinated by the CP at Rushoon. The remaining three schools in St. Bernard's,

Terrenceville and English Harbour East, all of which have road connections, are not co-ordinated by a CP.

Conception Bay Centre. Conception Bay Centre Roman Catholic School District has one CP co-ordinating seven of its eight schools, serving 1,674 of its 1,922 pupils. Six feeder schools are within short distances from Roncalli Central High School in Avondale. The elementary school in Chapel Arm is co-ordinated by the Long Harbour CP.

Conception Bay North. Conception Bay North Roman Catholic School District has five CPS who co-ordinate its 13 schools, serving 2,602 pupils. The CP of St. Joseph's Central High, Bay-de-Verde also co-ordinates the Integrated school of Tricon Elementary with 202 pupils in Bay-de-Verde.

Exploits-White Bay. Exploits-White Bay Roman Catholic School District has five CPS who co-ordinate 14 of its 17 schools serving 3,797 of its 3,956 pupils. The remaining three schools not co-ordinated by a CP are small elementary schools of two teachers in remote areas of the district. The CPS of St. Catherine's and St. Mike's both have responsibilities for co-ordinating the five co-educational feeder schools. St. Patrick's Primary (K-IV) school and Little Bay Sacred Heart Elementary (III-IV) operate a joint service with Little Bay Integrated (V-VI) and hence into Grant Collegiate (VII-XI) in Springdale. The Grant Collegiate CP also co-ordinates the two Roman Catholic feeder schools.

Ferryland. Ferryland Roman Catholic School District has three CPS who co-ordinate 12 of its 14 schools serving 2,297 of its 2,393 pupils. The remaining two schools not co-ordinated by a CP are small schools--the VI-VIII junior high and the K-V elementary in the remote settlement of St. Shotts.

Gander-Bonavista. Gander-Bonavista Roman Catholic School District has two CPS who co-ordinate five of its 13 schools serving 1,352 of its 2,370 pupils. There is a third CP who co-ordinates an all-grade school in St. Brendan's but the CP is not included in the analysis of this study. The Roman Catholic schools in Fogo, Island Harbour and Tilting are co-ordinated by the Integrated CP of Fogo Island Central High. St. Anne's Primary (K-I) feeds into the Integrated school of Glenwood Elementary (II-VIII) in Glenwood which is co-ordinated by Gander Collegiate CP. The Roman Catholic school in Port Union feeds into T.A. Lench Memorial Regional High (Integrated) and co-ordination is done by the CP there.

Humber-St. Barbe. Humber-St. Barbe Roman Catholic School District has six CPS co-ordinating 19 of its 31 schools, serving 6,781 of its 7,116 pupils. The CP of Presentation Central High School (Girls) co-ordinates the girls from the same four elementary schools as the CP of Regina Regional High School (Boys) in Corner Brook. Also, the CP of Cabrini Central High School for girls co-ordinates

the same two elementary schools as the CP of Regina Regional High School. This happens because of separate high schools for boys and girls. There remain 12 schools. There is a large all-grade school in Harbour Breton. Two others are all-grade schools in Conche and Croque, one is a small one-room school in the isolated community of Fischot Islands, another is a two-room school in the isolated community of St. Julien's--all four in White Bay North. Then there are the primary and integrated schools at Bird Cove, Castor River North, Castor River South, St. Paul's Inlet and Goose Cove, all on the Northern Peninsula, and St. Jacques in Fortune Bay, all of which feed into nearby Integrated high schools. Finally, there is the primary school at Irishtown which feeds into All Hallows Elementary, and therefore comes under the CPS of Presentation High and Regina Senior High in Corner Brook.

Labrador. Labrador Roman Catholic School District has no CP who fits the description of the CP in this study.

Placentia-St. Mary's. Placentia-St. Mary's Roman Catholic School District has eight CPS co-ordinating its 24 schools serving 4,649 pupils. The Long Harbour CP also co-ordinates the Conception Bay Centre Roman Catholic school of Holy Family Elementary (K-VI) at Chapel Arm.

Port au Port. Port au Port Roman Catholic School District has four CPS co-ordinating its 16 schools, serving 5,298 pupils.

St. John's. St. John's Roman Catholic School

District has two CPS co-ordinating six of its 38 schools serving 2,020 of its 20,362 pupils. The co-ordination of other schools is taken care of by three generalist supervisors. The Assistant-Superintendent of Curriculum and Instruction and the subject area consultants also assist in the co-ordinating of schools which are not co-ordinated by a CP.

Pentecostal Assemblies. Pentecostal Assemblies

Board of Education has nine CPS co-ordinating 37 of its 53 schools, serving 5,329 of its 6,558 pupils. There are 16 other schools. One is a large (enrollment 302) all-grade school at Middle Arm, three others are small all-grade or almost all-grade schools on the Labrador Coast--Port Hope Simpson, Square Island and Postville. One is a small K-X school at Hawke's Bay. The 11 others are small primary or elementary schools, in areas where there is no nearby Pentecostal high school, which feed into nearby Integrated schools, and some of which, for example the IV-VII school at Seldom and the V-VI school at Carmanville, are co-ordinated by the CP of these other systems.

Seventh Day Adventist. The Seventh Day Adventist

District has no CPS co-ordinating its five schools--the K-VIII in Bay Roberts, the K-X in Botwood, the K-VIII in Corner Brook, the K-X in Lethbridge and the K-XI in St. John's, serving a total of 456 pupils.

Table 5 shows that while 73 per cent of school systems had enrollments under 1,000, some are very large, with four having more than 3,000 pupils. The smallest system had 137 pupils, the largest 4,247. Clearly, the role of the CP can be expected to vary greatly with these vastly different enrollments.

Table 6 indicates that 29 per cent of the CPS co-ordinate just one school in addition to the one for which they are the building principal. Another 26 per cent co-ordinate just two schools in addition to their own. Most of these have their schools in the same town. Clearly, the job of the CPS in co-ordinating one-two schools is much different from that of the 16 per cent of the CPS with seven or more schools in several communities, or from that of the two CPS who each co-ordinate 14 schools. The role cannot be the same.

As shown in Table 7, two school systems have fewer than 10 teachers while eight have in excess of 100. Again, this is clear indication of the very different tasks of the CPS.

Figure 1 indicates that 36 systems are small, with fewer than 500 pupils in two or three schools. By contrast there are 18 CPS each serving 1,000 or more pupils in 7 to 14 schools.

These findings suggest that important variables underlying the role of CPS are enrollments and number of schools per system. Also, as indicated above, a number of

TABLE 5
SCHOOL SYSTEMS CLASSIFIED BY ENROLLMENT

Number of Pupils	Number of Systems	Per cent
< 500	46	35
500 - 999	51	38
1,000 - 1,499	15	11
1,500 - 1,999	9	7
2,000 - 2,499	4	3
2,500 - 2,999	4	3
3,000 - 3,499	3	2
> 3,500	1	1
	<hr/> 133	<hr/> 100

TABLE 6

SCHOOL SYSTEMS CLASSIFIED BY NUMBER OF SCHOOLS

Number of Schools	Number of Systems	Per cent
2	38	29
3	34	26
4	25	19
5	10	8
6	4	2
7	9	7
8	7	5
9	3	2
10	1	1
14	2	1
	<hr/> 133	<hr/> 100

TABLE 7
SCHOOL SYSTEMS CLASSIFIED BY NUMBER OF TEACHERS

Number of Teachers	Number of Systems	Per cent
< 10	2	1
10 - 19	37	28
20 - 29	26	19
30 - 39	21	16
40 - 49	21	16
50 - 59	1	1
60 - 69	4	3
70 - 79	6	5
80 - 89	5	4
90 - 99	2	1
100 and over	8	6
	133	100

		Schools				
		.1 - 3	4 - 6	7 - 14		
Enrollment	< 500	36	8	2	46	
	500 - 999	31	18	2	51	
	1,000 and over	5	13	18	36	
		72	39	22		

Figure 1. School systems classified by number of schools and enrollment.

CPS are involved in joint service arrangements with the schools of other boards, in some cases across denominational lines. Some, as with the CPS of the Terra Nova Integrated School Board, seem to have official responsibilities for these other schools. Usually, however, this seems not to be the case.

II. CPS: THEIR DUTIES

Question 2 of the present study, as set forth on page 5, reads:

What are the stated duties of CPS as outlined by school boards?

To obtain the information necessary to answer this question, all superintendents were requested by letter (Appendix A): "If you have a copy of school board by-laws regarding the duties of the CP, please enclose it."

The superintendents of 12 boards responded--10 Integrated, one Roman Catholic, and the Pentecostal Assemblies Board. Their detailed responses are contained in Appendix D. The duties of the CPS varied greatly from one board to another. If the policy of a school board was to delegate a large measure of autonomy to the CP, a comprehensive outline of the major areas of responsibility was included in the by-laws of the school board. The most comprehensive outlines were found in Exploits Valley Integrated, Burgeo Integrated, Terra Nova Integrated and Port aux Basques School Boards. The Bonavista-Trinity-Placentia

Integrated School Board stated that the responsibilities of a CP were to respond to teachers in the respective zones on all educational matters of a local nature.

Major Areas of Responsibility

The duties of the CPS as specified by the 12 school boards are listed in Table 8. The concept of the CP contained in the by-laws of the Avalon Consolidated School Board was mostly of a liaison nature between central office and the principals in a school system. The duties did not specify activities which would mean direct contact with teachers or students in feeder schools. In comparison with the CP in Avalon Consolidated School District, the concept of the CP in Terra Nova Integrated District was different. The CP was expected to be the professional leader in a school system. He had system responsibilities to students--visit all classrooms, provide varied and flexible programs; to teachers--know each teacher, assist in staffing and in-service, have meetings where teachers can have input in decisions affecting their schools. Also the CP had system responsibilities to other principals, non-professional employees, parents, and the Local Committee. The CP had direct responsibilities to the Superintendent, Assistant-Superintendent, Board Supervisors, Business Manager and Maintenance Supervisors. A large measure of autonomy was given to the CP in the Terra Nova Integrated School District. This indicates that there are very different concepts of

TABLE 8

DUTIES OF CPS SPECIFIED BY TWELVE BOARDS

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
	Avalon Consolidated Int.	Avalon North Int.	Bay D'Espoir Int.	Bonavista-Trinitn-Placentia Int.	Burgeon Int.	Burin Peninsula R.C.	Exploit's Valley Int.	Notre Dame Int.	Pentecostal Assemblies	Port aux Basques Int.	St. Barbe South Int.	Terra Nova Int.
1. Co-ordinate Ed. Program K-XI	X	X			X	X	X		X	X	X	
2. Provide varied program for students					X		X	X		X		X
3. Co-ordinate student behavior						X				X		
4. Assist in selection, development and evaluation of school system personnel.	X		X		X		X					X

TABLE 8 (Continued)

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
5. Co-ordination of shared personnel, equipment and facilities		X			X		X	X		X		
6. Conduct meetings of principals	X		X			X			X	X		X
7. Attend meetings of Local School Committee	X							X	X			X
8. Visit feeder schools			X		X	X		X	X		X	X
9. Assist in curriculum development and evaluation	X					X	X		X	X		X
10. Act as liaison between board office and school system	X	X				X	X	X			X	X
11. Promote a school-community program		X					X	X		X		X
12. Be familiar with and advise on transportation of students other than regular busing		X					X					
13. Approve of closing of schools		X					X					
14. General supervision of system		X		X			X	X	X	X	X	X
15. Assist with in-service program	X		X				X	X	X	X	X	X
16. Recommending and supervising the work of department heads							X					

TABLE 8 (Continued)

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
17. Direct arrangements for high school entrance examinations in his school system		X				X						
18. Promote aims of the board		X							X	X		
19. Perform duties assigned by superintendent	X	X	X		X	X	X	X				
20. Co-ordinating funds allocated to the zone							X		X	X		X
21. Co-ordinate fund-raising activities						X	X					
22. Make regular reports to the superintendent			X		X	X			X			
23. Supervise and evaluate tenured and untenured teachers in elementary schools					X							
24. Provide administrative leadership for other principals in his system												X
25. Assist principals in development of student evaluation and promotion										X		

the CP contained in the by-laws of school boards, and, also, that most boards did not specify different duties for CPS in different sized systems.

III. SUMMARY

This chapter discussed the information obtained from the superintendents in the preliminary surveys. All school districts had one or more CPS except Labrador East Integrated, Labrador West Integrated, the Seventh Day Adventist Board and Labrador Roman Catholic District. While 11 boards have CPS for all their schools, other boards operate many of their schools without them. The schools without a CP were usually remote primary or elementary schools with a small number of teachers and low pupil enrollment in isolated communities on the coast of Newfoundland and Labrador. However, it should be noted that the largest school district in the province, namely St. John's Roman Catholic School District has only six of its 38 schools involving only 2,020 of its 20,362 pupils served by Co-ordinating Principals.

The enrollment in school systems varied from 73 per cent with enrollments under 1,000 to very large systems with over 3,000 pupils. Also, 74 per cent of the CPS co-ordinated 2-4 schools while 26 per cent co-ordinated 7-14 schools. This indicates that the duties of the CPS are influenced by the number of schools per system and pupil enrollment.

In Roman Catholic school systems where there are separate high schools for boys and girls, the CPS share the role of co-ordination in the same feeder schools. On Fogo Island, the CP co-ordinated several Pentecostal and Roman Catholic elementary schools as well as Integrated schools.

In Terra Nova Integrated School District, there are two CPS who co-ordinate separate school systems but do not teach or act as a building principal.

Twelve school boards returned a list of duties for the CP. These duties range from a general statement to a comprehensive list of 16 duties. Most boards did not specify different duties for CPS in different sized systems. The other 22 school boards may have duties outlined for the CPS but did not report any list to the researcher.

CHAPTER V

CO-ORDINATING PRINCIPALS IN AVALON NORTH

In this chapter are presented the findings from the three questionnaires administered to school personnel of the Avalon North Integrated School District. First presented are some findings of a general nature. Then, each of the six areas of administration is examined, area by area, item by item. The perceptions and the expectations of the CPS' performance held by the various groups will be reported, together with differences found between groups, and differences between perceptions and expectations.

But first the reader should be cautioned. The data presented in this chapter concerns the role or roles of the 11 CPS in a particular school district. As indicated in Table 9, the 11 school systems comprising Avalon North differ markedly from each other. The CP of the Ascension Collegiate system has 14 schools, 131 teachers and 3,317 pupils from more than 20 communities. By contrast the CP of St. Martin's Central High system, has 2 schools, 13 teachers and 257 pupils, all from the town of Dunville. The Persalvic, Whitbourne and Jackson Walsh "systems" each comprise two buildings in the same school yard. James Moore with 962 pupils serves one large community, Carbonear,

TABLE 9

THE SCHOOL SYSTEMS OF AVALON NORTH AND THE NUMBER OF COMMUNITIES SERVED IN EACH SYSTEM

School Systems	<u>System Totals</u>			Principals of Feeders	Communities
	Schools	Pupils	Teachers		
Ascension Collegiate, Bay Roberts	14	3,317	131	13	22
St. George's Regional High, New Harbour	7	1,221	48	6	7
James Moore Central High, Carbonear	4	962	43	3	2
Holy Trinity Regional High, Heart's Content	4	751	33	3	9
Holy Trinity Central High, Norman's Cove	5	716	31	4	8
Persalvic Central High, Victoria	2	646	34	1	3
St. Paul's Central High, Harbour Grace	3	500	23	2	3
Whitbourne Central High, Whitbourne	2	430	18	1	4
Jackson-Walsh Central High, Western Bay	2	415	19	1	12
E.J. Pratt Central High, Brownsdale	4	413	18	3	7
St. Martin's Central High, Dunville	2	257	12	1	2
	49	9,628	410	38	79

and nearby Freshwater. Jackson Walsh draws its 415 pupils from more than a dozen communities. The school systems differ in the people they serve--by occupation, religion, educational tradition and size of community. The educational task differs and therefore the role of the CP can be expected to differ markedly from one school system to another. To some extent, then, this chapter reports the analysis, not of a homogenous population, but of a conglomerate.

A further word of caution is necessary. The superintendent, the assistant-superintendent and the supervisors in responding to the questionnaires are giving generalized impressions of what the 11 CPS do or should do, whereas principals, teachers and CPS themselves supposedly have a particular CP in mind.

I. GENERAL FINDINGS

With but a few exceptions, there was widespread agreements among respondents that CPS should perform and, to a lesser extent, did perform the duties listed in the questionnaires.

Perceived Performance

Four groups of school personnel completed questionnaires indicating their perceptions of the performance of CPS. These four groups were supervisors, superintendent and assistant-superintendent, CPS and principals. Each

respondent circled, for each of the 37 duties listed in the questionnaire, one of the four responses concerning actual performance by the CP: performs to a large degree, performs to a limited degree, does not perform, or not applicable. (See Appendix C.)

As indicated in Table 10 (based upon Table A, in Appendix E), 25 of the 37 duties were perceived by a majority of each of the four respondent groups as being performed by CPS either to a large degree or to a limited degree. Only one duty did majorities of three groups perceive as not being performed even to a limited degree. Four other duties were perceived by majorities of two groups as not being performed, while seven duties were perceived by one group or another as not being performed.

The superintendents' group perceived all duties were being performed, a majority of CPS perceived only three duties not being performed, while principals and supervisors were more critical, the former perceiving seven duties as not being performed, the latter eight.

The 12 duties perceived by one or more groups as not being performed comprised five of the eight duties in Curriculum and Instruction, three of five in School-Community Relations, two of six in Pupil Personnel, one of eight each in Staff Personnel and General Administration, but neither of the two in Physical Facilities.

TABLE 10

DUTIES PERFORMED AND DUTIES NOT PERFORMED

Area of Administration	Total Duties	Duties Performed	Duties not Performed, and Groups so Perceiving
School-Community Relations	5	2	Duty 1 (S) Duty 4 (P) Duty 5 (P, CPS)
Curriculum and Instruction	8	3	Duty 7 (S) Duty 8 (P) Duty 9 (S, P) Duty 11 (S) Duty 12 (S)
Staff Personnel	8	7	Duty 18 (S)
Pupil Personnel	6	4	Duty 24 (P, S) Duty 26 (CPS, P, S)
Physical Facilities	2	2	-
General Administration	8	7	Duty 35 (P, CPS)
	37	25	12

S - Supervisors; P - Principals; CPS - Co-ordinating Principals.

Expectations

To indicate whether CPS should perform these 37 duties, four groups completed an expectations questionnaire (Appendix C) by circling one of four categories: strongly agree, agree, disagree or strongly disagree. The four groups were supervisors, superintendent and assistant-superintendent, principals and teachers.

Of the 37 duties, a majority of every group agreed, or agreed strongly that 35 should be performed by CPS. The only group with a majority expressing disagreement was principals, who felt there were two duties that CPS should not perform--duty 30 in General Administration, and duty 29 in Physical Facilities. (See Table B, Appendix E.)

Areas of Administration Ranked by Perceived and Expected Performance

Table C in Appendix E was derived from Tables A and B. It shows the ranks assigned to each duty by each group both on perceived performance and on expected performance. Ranks were assigned to weighted scores.

For perceived performance, an example illustrates the method. From Table A, of the 25 principals, 3 indicated that duty 1 was performed to a large degree by CPS, 10 that it was performed to a limited degree, and 12 that it was not performed or was not applicable. A weight of 3 was assigned to "performs to a large degree," 2 to "performs to a limited degree," and 1 to "does not perform" or "is not applicable." Thus, for these 25 principals the

weighted score was (3×3) plus (2×10) plus (1×12) for a total weighted score of 41 for duty 1. Weighted scores were thus obtained for each duty. The duties were then ranked according to weighted scores, based on the perceptions of principals. The duties were also ranked according to the perceptions of the other three groups.

For expected performance, weights assigned were +2 for "strongly agree," +1 for "agree," -1 for "disagree" and -2 for "strongly disagree."

Table 11 shows the mean rank of the duties comprising each of the six areas of administration, both for perceived and expected performance. For perceived performance there seems to be something of a consensus among the groups that CPS perform most in the areas of General Administration and Staff Personnel. These were also the two areas where expectations were highest.

II. SCHOOL-COMMUNITY RELATIONS

Analyzed in this section are data concerning the role of the Co-ordinating Principal in the area of School-Community Relations.

Concerning expectations, as stated in the previous section and shown more precisely in Table 12, most supervisors, superintendents, principals and teachers agreed or agreed strongly that CPS should carry out each of the five duties listed under School-Community Relations.

TABLE 11
MEAN RANKS ASSIGNED SIX AREAS OF ADMINISTRATION FOR CPS' PERFORMANCE
PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	No. of Duties	Perceived CPS' Performance				Expected CPS' Performance			
		SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
School-Community Relations	(5)	27	22	26	24	9	17	28	24
Curriculum and Instruction	(8)	22	29	23	24	10	20	21	18
Staff Personnel	(8)	15	15	19	17	21	17	14	17
Pupil Personnel	(6)	19	21	20	22	28	27	17	26
Physical Facilities	(2)	17	19	22	9	26	27	22	21
General Administration	(8)	15	10	9	13	23	14	17	13
\bar{X} 37 Items		18	18	18	18	18	18	18	18

SS - Superintendents; S - Supervisors; P - Principals; CPS - Co-ordinating Principals;
T - Teachers.

TABLE 12

PERCENTAGES (AND RANKS) ASSIGNED THE FIVE DUTIES COMPRISING SCHOOL-COMMUNITY
RELATIONS, FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
1. co-ordinate and encourage parent- teacher conferences in the system	100 (32.5)	44 (26.5)	52 (28)	73 (28)	100 (6.5)	100 (11)	92 (17.5)	90 (17)
2. co-ordinate the scheduling of school activities with community activities in the system	100 (24)	67 (26.5)	68 (22)	91 (16.5)	100 (6.5)	100 (23.5)	76 (34)	81 (34)
3. take an active role in communicating to the public, information about the school system	100 (24)	56 (26.5)	88 (13)	100 (11)	100 (6.5)	100 (7)	84 (20.5)	96 (2)
4. encourage the establishment of a common policy regarding home assign- ments in the school system	100 (24)	67 (16.5)	44 (29.5)	73 (28)	100 (20)	80 (34)	68 (35)	72 (35)
5. with the administrative staff, initiate, encourage and foster PTA organizations	100 (32.5)	78 (13)	16 (37)	36 (35.5)	100 (6.5)	100 (7)	80 (33)	77 (33)

However, as far as perceptions were concerned, it was a different story. Only two of the duties did a majority of each group of respondents perceive as being performed by CPS--duties 2 and 3. Only 16 per cent of principals and 36 per cent of CPS perceived CPS to be performing duty 5. Only 44 per cent of principals perceived CPS to be performing duty 4. Only 44 per cent of supervisors perceived CPS to be performing duty 1.

Inter-group Percentage Differences in Perceptions

Table 12 indicates for each duty the percentage of each group of respondents who perceived this duty as being performed either to a limited degree or to a large degree. The percentages vary. To test whether these percentages differ more than could be expected by chance, chi square analysis at the .05 level was performed on each pair of groups for each duty--30 computations in all, between each of six pairs on five duties. Yates' correction for continuity was used where any frequency was less than 5.

(Ferguson, 1971:269-71)

Of 30 paired comparisons in Table 13, only one difference met the chi square test, the comparison between the perceptions of principals and those of supervisors on duty 5. Thus, a greater percentage of supervisors than principals perceived CPS as performing to a limited or large degree the duty: "with the administrative staff, initiate, encourage and foster P.T.A. organizations."

TABLE 13

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN SCHOOL-COMMUNITY RELATIONS

Duty No.	Differences in Perceptions		Differences in Expectations		Differences between Expec- tations and Perceptions
	Percentage	Weighted Score	Percentage	Weighted Score	Percentage
1				S > P, T	PE > PP, SE > SP (SS, S, P) > (SS, S, P) P
2					
3		S < P, CPS	T > P	S > T, P; T, SS > P	SE > SP (SS, S, P) E > (SS, S, P) P
4					
5	S > P	S > P, CPS		S > P, T	PE > PP (SS, S, P) E > (SS, S, P) P

SS - Superintendents; S - Supervisor; P - Principals; T - Teachers; CPS - Co-ordinating Principals; P or E after SS, S or P - Perceptions and Expectations.

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores. [A weight of 3 was attached to a perception of performance to a large degree, 2 to a perception of performance to a limited degree, and 1 to the other two responses--does not perform or not applicable. For each duty one-way analysis of variance (.05 level) was used, followed by the Scheffé method of multiple comparisons (.10 level) to test inter-group differences in mean scores. (Ferguson, 1971:269-71)

Of 30 comparisons, four met the criterion. On duty 3 the CPS' performance as perceived by supervisors was less than that perceived by either principals or CPS. However, on duty 5, the supervisors' perceptions of CPS' performance exceeded those of principals and CPS.

Inter-group Percentage Differences in Expectations

Table 12 indicates also for each duty the percentage of each group of respondents who agreed or agreed strongly that the duty should be performed by CPS. The percentages shown in the table vary. The chi square analysis again was used to test the difference between each pair of percentages--six comparisons per duty, or 30 in all. The only difference to meet the chi square test was that between the expectations of principals and teachers on duty 3. Thus a greater percentage of teachers than principals

agreed or agreed strongly that CPS should "take an active role in communicating to the public information about the school system."

Inter-group Weighted-score Differences in Expectations

A further set of analyses was carried out on each duty. A weight of 2 was attached to an expectation of "strongly agree" that the duty should be performed by CPS, a weight of 1 to an expectation of "agree," a weight of -1 to "disagree," and -2 to "strongly disagree." Again, for each duty one-way analysis of variance (.05 level) was used, followed by the Scheffé method of multiple comparisons (.10 level) to test inter-group differences in mean scores.

Of 30 comparisons, 8 met the criterion. On duties 1, 3 and 5 supervisors' expectations exceeded those of principals and teachers. Also, on duty 3, the expectations of teachers and superintendents exceeded those of principals.

Intra-group Percentage Differences Between Expectations and Perceptions

Also examined were differences between expectations and perceptions. Here the question to be answered is "Is there a difference between the percentage of respondents who agree or strongly agree that a certain duty should be performed by CPS, and the percentage who perceive that the duty is performed by CPS to a limited or large degree?"

There are four possible comparisons for each duty:

- (a) principals' expectations and principals' perceptions,
- (b) supervisors' expectations and supervisors' perceptions,
- (c) superintendents' expectations and superintendents' perceptions,
- (d) superintendents', supervisors', principals' expectations and superintendents', supervisors', principals' perceptions.

The chi square analysis at the .05 level was used to test the percentage differences between expectations and perceptions of CPS' performance for each group. Of five comparisons for principals, two met the criterion. On duties 1 and 5 principals' expectations of the performance of the CPS to a limited or large degree exceeded their perceptions. Of five comparisons for supervisors, two met the criterion. On duties 1 and 3 supervisors' expectations of the performance of the CPS exceeded their perceptions. Of five comparisons for superintendents, there was no difference between expectations and perceptions. Of five comparisons when all three were taken as one group, three met the criterion. On duties 1, 4 and 5, the expectations of all three taken as one group exceeded their perceptions.

III. CURRICULUM AND INSTRUCTION

Analyzed in this section are data concerning the role of the CP in the area of Curriculum and Instruction.

Concerning expectations, as stated in Section I, and shown more precisely in Table 14, most supervisors, superintendents, principals and teachers agreed or agreed strongly that CPS should carry out each of the eight duties listed under Curriculum and Instruction.

However, as far as perceptions were concerned, it was a different story. Only three of the duties did a majority of each group of respondents perceive as being performed by the CPS--duties 6, 10 and 13. Only 44 per cent of supervisors perceived CPS to be performing duty 7. Only 44 per cent of principals perceived CPS to be performing duty 8. Only 33 per cent of supervisors and 48 per cent of principals perceived CPS to be performing duty 9. Only 45 per cent of supervisors perceived CPS to be performing duty 11 and duty 12.

Inter-group Percentage Differences in Perceptions

Table 14 indicates for each duty the percentage of each group of respondents who perceived this duty as being performed to a limited degree or to a large degree. - >

Of the 48 paired comparisons, 13, as shown in Table 15, met the chi square test, namely comparisons of perceptions of principals and supervisors and with those of CPS on duties 7, 10, 11, 12 and 13, and the comparison between the perceptions of supervisors and those of principals on duties 11 and 12. Thus, a greater percentage of CPS than principals or supervisors perceived themselves as performing

TABLE 14

PERCENTAGES (AND RANKS) ASSIGNED THE EIGHT DUTIES COMPRISING CURRICULUM AND INSTRUCTION, FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
6. encourage teachers to utilize community resources in enriching curriculum	100 (32.5)	67 (20.5)	76 (18.5)	73 (33)	100 (6.5)	100 (3.5)	92 (13.5)	94 (7)
7. co-ordinate Special Programs such as Guidance, Pre-Vocational, Special Education, etc.	100 (32.5)	44 (31.5)	64 (21)	100 (20)	100 (6.5)	100 (23.5)	76 (29)	90 (11)
8. visit teachers in feeder schools for the purpose of helping improve instruction	50 (36.5)	56 (26)	44 (32)	73 (34)	100 (20)	100 (11)	80 (20.5)	74 (31)
9. co-ordinate the use of instructional resources	100 (24)	33 (37)	48 (33.5)	73 (24.5)	100 (20)	100 (27)	84 (25)	86 (26)
10. provide leadership in the development of extra-curricular activities	100 (9.5)	56 (26)	52 (29)	100 (20)	100 (6.5)	90 (29.5)	88 (25)	78 (30)
11. assist in the organization of common programs	100 (9.5)	45 (34.5)	76 (16.5)	100 (24.5)	100 (6.5)	100 (27)	96 (17.5)	94 (13)
12. assist in the evaluation of the programs	100 (24)	45 (34.5)	76 (15)	100 (16.5)	100 (6.5)	100 (27)	96 (10.5)	93 (17)
13. provide leadership in curriculum and instruction	100 (9.5)	67 (20.5)	72 (16.5)	100 (20)	100 (6.5)	100 (11)	84 (25)	92 (11)

TABLE 15

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN CURRICULUM AND INSTRUCTION

Duty No.	Differences in Perceptions		Differences in Expectations		Differences between Expectations and Perceptions
	Percentage	Weighted Score	Percentage	Weighted Score	Percentage
6				S > P	
7	CPS > P, S		T > P		SE > SP
8				S, P > T	PE > PP, SE > SP (SS, P, S) E > (SS, P, S) P
9	CPS > S	SS > S, P, CPS CPS > S, P			PE > PP, SE > SP (SS, P, S) E > (SS, P, S) P
10	CPS > P, S				PE > PP (SS, P, S) E > (SS, P, S) P
11	CPS > P, S P > S	SS, CPS > P, S			SE > SP, PE > PP (SS, P, S) E > (SS, P, S) P
12	CPS > P, S P > S	S < SS, P, CPS		S > T SS > P, T	PE > PP, SE > SP (SS, P, S) E > (SS, P, S) P
13	CPS > P, S	SS > P, S S < CPS		S > P, T	

SS - Superintendents; S - Supervisors; P - Principals; T - Teachers;
CPS - Co-ordinating Principals; E or P after SS, P or T - Expectations or Perceptions.

to a limited or large degree the duties: "co-ordinate special programs such as guidance, pre-vocational, special education, etc.," "provide leadership in the development of extra-curricular activities," "assist in the organization of common programs," "assist in the evaluation of common programs," and "provide leadership in curriculum and instruction." Also, a greater percentage of CPS than supervisors perceived themselves as performing to a limited or a large degree the duty: "co-ordinate the use of instructional resources." Also, a greater percentage of principals than supervisors perceived the CPS as performing to a limited or large degree the duties: "assist in the organization of common programs" and "assist in the evaluation of programs."

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores as described in Section II.

Of 48 comparisons, 15 met the criterion. On duty 9 the CPS' performance as perceived by superintendents exceeded that of supervisors, principals and CPS, while the perceptions of the CPS exceeded those of supervisors and principals. On duty 11 the superintendents' perception of CPS' performance exceeded those of either supervisors or principals, and the CPS' perceptions of themselves exceeded those of either principals or supervisors. On

duty 12 the supervisors' perceptions of CPS' performance was less than that perceived by superintendents, principals or CPS. On duty 13 the superintendents' perceptions of CPS' performance exceeded those of both supervisors and principals, while the supervisors' perceptions of CPS' performance was less than the perceptions of CPS.

Inter-group Percentage Differences in Expectations

Table 14 indicates, also for each duty the percentage of each group of respondents who agreed or agreed strongly that the duty should be performed by CPS. The percentage shown in the table varies. The chi square analysis again was used to test the difference between each pair of percentages--six comparisons per duty, or 48 in all. The only difference to meet the chi square test was that between the expectations of principals and teachers on duty 7. Thus a greater percentage of teachers than principals agreed or agreed strongly that CPS should "co-ordinate special programs such as guidance, pre-vocational, special education, etc."

Inter-group Weighted-score Differences in Expectations

A further set of analyses was carried out on each duty using the method described in Section II.

Of 48 comparisons, 8 met the criterion. On duties 6 and 13 supervisors' expectations exceeded those of principals. Also, on duties 8, 12 and 13, the expectations

of supervisors exceeded those of teachers. Also, on duty 8, the expectations of principals exceeded those of teachers. Also, on duty 12, the expectations of superintendents exceeded those of principals and teachers,

Intra-group Percentage Differences Between Expectations and Perceptions

Also examined were differences between expectations and perceptions. Here the question to be answered is: "Is there a difference between the percentage of respondents who agree or strongly agree that a certain duty should be performed by CPS, and the percentage who perceive that the duty is performed by CPS to a limited or large degree?"

There are four possible comparisons for each duty:

- (a) principals' expectations and principals' perceptions,
- (b) supervisors' expectations and supervisors' perceptions,
- (c) superintendents' expectations and superintendents' perceptions,
- (d) superintendents', supervisors', principals' expectations and superintendents', supervisors', principals' perceptions.

The chi square analysis (.05 level) was used to test the differences between expectations and perceptions of CPS' performance for each group. Of eight comparisons for principals, five met the criterion. Thus, principals' expectations of the CPS' performance to a limited or large degree exceeded their perceptions on duties 8, 9, 10, 11 and 12. Of eight comparisons for supervisors, five met

the criterion. Thus, supervisors' expectations of the CPS' performance to a limited or large degree exceeded their perceptions on duties 7, 8, 9, 11 and 12. Of eight comparisons for superintendents, none met the criterion. Thus, there were no differences in superintendents' perceptions of CPS' performance to a limited or large degree and their expectations. Of eight comparisons when all three were taken as one group, five met the criterion. Thus, superintendents', supervisors' and principals' expectations for the performance of the CPS to a limited or large degree exceeded their perceptions on duties 8, 9, 10, 11 and 12.

IV. STAFF PERSONNEL

Analyzed in this section are data concerning the role of the CP in the area of Staff Personnel.

Concerning expectations, as stated in Section I, and shown more precisely in Table 16, most supervisors, superintendents, principals and teachers agreed or agreed strongly that CPS should carry out each of the eight duties listed under Staff Personnel.

As far as perceptions were concerned, a majority of each group of respondents perceived seven of the eight duties as being performed by the CPS. Only 45 per cent of the supervisors perceived the CPS to be performing duty 18.

Inter-group Percentage Differences in Perceptions

Table 16 indicates for each duty the percentage of each group of respondents who perceived this duty as being

TABLE 16

PERCENTAGES (AND RANKS) ASSIGNED THE EIGHT DUTIES COMPRISING STAFF PERSONNEL,
FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
14. assist the superintendent and others in the selection of school system personnel	100 (24)	78 (11.5)	68 (24.5)	82 (32)	100 (20)	100 (23.5)	87 (4.5)	88 (19)
15. assist in the assignment of school system personnel	100 (9.5)	89 (8)	76 (18.5)	91 (28)	100 (6.5)	100 (17.5)	92 (17.5)	87 (25)
16. assist in the orientation of new school system personnel	100 (9.5)	67 (16)	68 (26.5)	82 (24.5)	100 (20)	100 (11)	96 (13.5)	92 (14.5)
17. assist in the evaluation of teachers and principals	100 (9.5)	89 (4.5)	80 (14)	100 (11)	100 (6.5)	100 (7)	92 (13.5)	83 (27.5)
18. co-ordinate teacher work-load in the system	100 (24)	45 (34.5)	68 (26.5)	100 (11)	100 (32.5)	100 (17.5)	80 (29)	84 (24)
19. where possible, arrange for shared services of specialist teachers in the school system	100 (9.5)	89 (6)	96 (7)	91 (16.5)	100 (32.5)	90 (23.5)	92 (7)	98 (3)
20. encourage staff personnel to improve their instructional methods and qualifications	100 (24)	67 (26)	60 (28)	100 (11)	100 (20)	100 (17.5)	92 (22.5)	92 (21.5)
21. assist principals and teachers with any problems in the system	100 (9.5)	67 (16)	100 (5)	100 (3)	100 (32.5)	100 (17.5)	100 (2)	98 (1)

performed to a limited degree or to a large degree.

Of the 48 possible comparisons between pairs of groups, seven, as shown in Table 17, met the chi square test, the comparison between the perceptions of principals and those of CPS on duties 17, 18 and 20, the comparison between the perceptions of supervisors and those of CPS on duties 18, 20 and 21, and the comparison between perceptions of supervisors and those of principals on duty 21. Thus, a greater percentage of CPS than principals or supervisors perceived the duties: "co-ordinate teacher work-load in the system," and "encourage staff personnel to improve their instructional methods and qualifications." Also, a greater percentage of CPS than principals perceived the CPS as performing to a limited or large degree duty 17: "assist in the evaluation of teachers and principals." Also, a greater percentage of CPS or principals than supervisors perceived the CPS as performing to a limited or large degree the duty: "assist principals and teachers with any problems in the system."

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores.

Of 48 comparisons, eight met the criterion. On duty 18 the superintendents' perceptions of CPS' performance exceeded those of the supervisors and principals. Also, the supervisors' perceptions of the CPS' performance

TABLE 17

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN STAFF PERSONNEL

Duty No.	Differences in Perceptions		Differences in Expectations		Differences Between Expectations and Perceptions
	Percentage	Weighted Score	Percentage	Weighted Score	Percentage
14					PE > PP (SS,P,S)E > (SS,P,S)P
15				S > T	(SS,P,S)E > (SS,P,S)P
16					PE > PP (SS,P,S)E > (SS,P,S)P
17	P < CPS			S > T	
18	P,S < CPS	SS > S,P S < P,CPS P < CPS			SE > SP
19			T > S,P		
20	P < CPS S < CPS	SS > S CPS > P,S			PE > PP (SS,P,S)E > (SS,P,S)P
21	S < P,CPS				

SS - Superintendents; S - Supervisors; P - Principals; T - Teachers;
CPS - Co-ordinating Principals; E or P after SS, P, S - Expectations or Perceptions.

was less than those of the principals and CPS, and the principals' perceptions of CPS' performance was less than those of CPS. On duty 20, the superintendents' perceptions exceeded those of supervisors, and both supervisors' and principals' perceptions of CPS' performance were less than those of CPS.

Inter-group Percentage Differences in Expectations

Table 16 indicates also for each duty the percentage of each group of respondents who agree or agree strongly that the duty should be performed by the CPS. The chi square analysis again was used to test the difference between each pair of percentages--six comparisons per duty, or 48 in all. The only differences to meet the chi square test were that between principals and teachers, and between supervisors and teachers on duty 19. Thus a greater percentage of teachers than principals or supervisors agreed or agreed strongly that CPS should "where possible, arrange for shared services of specialist teachers in the school system."

Inter-group Weighted-score Differences in Expectations

A further set of analyses was carried out on each duty, using weighted scores.

Of 48 comparisons, two met the criterion. On duties 15 and 17 supervisors' expectations exceeded those of teachers.

Intra-group Percentage Differences Between
Expectations and Perceptions

A further set of analyses was carried out on each duty using the procedure described in Section II.

Of eight comparisons of expectations and perceptions for principals, three met the criterion. Thus, principals' expectations of CPS' performance to a limited or large degree exceeded their perceptions on duties 14, 16 and 20. Of eight comparisons for supervisors, one met the criterion. Thus, supervisors' expectations exceeded their perceptions on duty 18. There were no differences between superintendents' expectations and perceptions for the performance of the CPS. Of eight comparisons when all three were taken as one group, four met the criterion. Thus, taken as one group, superintendents', supervisors' and principals' expectations for the performance of the CPS exceeded their perceptions of CPS' performance on duties 14, 15, 16 and 20.

V. PUPIL PERSONNEL

Analyzed in this section are data concerning the role of the CP in the area of Pupil Personnel.

Concerning expectations, as stated in Section I, and shown more precisely in Table 18, most superintendents, supervisors, principals and teachers agreed or agreed strongly that CPS should carry out each of the six duties listed under Pupil Personnel.

TABLE 18

PERCENTAGES (AND RANKS) ASSIGNED THE SIX DUTIES COMPRISING PUPIL PERSONNEL,
FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
22. provide for the orientation of new pupils from feeder schools	100 (9.5)	78 (8)	76 (9.5)	91 (22)	100 (20)	90 (17.5)	84 (22.5)	87 (23)
23. articulate appropriate guidelines for pupil progress and promotion from grade to grade in the school system	100 (9.5)	89 (16)	88 (11.5)	100 (11)	100 (20)	100 (11)	92 (8.5)	88 (20)
24. co-ordinate student fund-raising activities in the school system	100 (24)	45 (34.5)	32 (35.5)	82 (30.5)	100 (32.5)	70 (35)	88 (13.5)	52 (37)
25. co-ordinate bus transportation in the system	100 (24)	67 (11.5)	88 (8)	100 (5)	100 (32.5)	90 (32)	80 (31)	80 (27.5)
26. arrange for high school entrance examinations	50 (36.5)	33 (31.5)	32 (33.5)	27 (37)	100 (32.5)	70 (37)	92 (1)	79 (29)
27. articulate appropriate guidelines for student behavior, and work patterns in the system	100 (9.5)	56 (26)	72 (21)	82 (24.5)	100 (32.5)	90 (29.5)	88 (27)	87 (21.5)

As far as perceptions were concerned, a majority of each group of respondents perceived four of the six duties as being performed by the CPS. Only 45 per cent of the supervisors and 32 per cent of the principals perceived the CPS to be performing duty 24. Only 33 per cent of the supervisors, 32 per cent of the principals and 27 per cent of the CPS perceived the CPS to be performing duty 26.

Inter-group Percentage Differences in Perceptions

Table 18 indicates for each duty the percentage of each group of respondents who perceived this duty as being performed to a limited or large degree.

Of these 36 paired comparisons, between pairs of groups, only three, as shown in Table 19, met the chi square test, the comparison between principals and CPS on on duty 24 and the comparison between supervisors and CPS on duties 24 and 25. Thus, a greater percentage of CPS than principals and supervisors perceived the CPS as performing to a limited or large degree the duty: "co-ordinate student fund-raising activities in the school system." Also, a greater percentage of CPS than supervisors perceived the CPS as performing to a large or limited degree the duty: "co-ordinate bus transportation in the system."

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores.

TABLE 19°

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN PUPIL PERSONNEL

Duty No.	<u>Differences in Perceptions</u>		<u>Differences in Expectations</u>		<u>Differences Between</u>
	Percentage	Weighted Score	Percentage	Weighted Score	<u>Expectations and</u> <u>Perceptions</u> Percentage
22					
23					
24	CPS > P, S	CPS, SS > P, S	P > T	P > T	PE > PP
25	CPS > S				
26				P > T, S	PE > PP
27					(SS, P, S) E > (SS, P, S) P (SS, P, S) E > (SS, P, S) P

SS - Superintendents; S - Supervisors; P - Principals; T - Teachers;
CPS - Co-ordinating Principals; E or P after SS, S or P - Expectations and Perceptions.

Of 36 comparisons, four met the criterion. On duty 24 the superintendents' perceptions exceeded those of supervisors and principals, and the CPS' perceptions of the performance of the CPS exceeded the perceptions of either supervisors or principals.

Inter-group Percentage Differences in Expectations

Table 19 indicates also for each duty the percentage of each group of respondents who agree or agree strongly that the duty should be performed by the CPS. The only differences to meet the chi square test were between principals and teachers on duty 24. Thus a greater percentage of principals than teachers agreed or agreed strongly that the CPS should co-ordinate student fund-raising in the system.

Inter-group Weighted-score Differences in Expectations

A further set of analyses was carried out on each duty using weighted scores.

Of 36 comparisons, three met the criterion. On duties 24 and 26 principals' expectations exceeded those of teachers for the performance of the CPS. Also, the expectations of principals for the performance of the CPS exceeded those of supervisors on duty 26.

Intra-group Percentage Differences Between Expectations and Perceptions

A further set of analyses was carried out on each duty. Of six comparisons of expectations and perceptions

of principals, two met the criterion. Thus, principals' expectations exceeded their perceptions that the CPS should perform duties 24 and 26. Of six comparisons of expectations and perceptions for supervisors, none met the criterion. Of six comparisons of expectations and perceptions for superintendents, there were no significant differences. Of six comparisons when all three were taken as one group, two met the criterion. Thus, superintendents', principals' and supervisors' expectations for the performance of the CPS exceeded their perceptions on duties 26 and 27.

VI. PHYSICAL FACILITIES

Analyzed in this section are data concerning the role of the CP in the area of Physical Facilities.

Concerning expectations, as set forth in Table 20, most superintendents, supervisors, principals and teachers agreed or agreed strongly that the CPS should carry out the two duties listed under Physical Facilities, except for principals on duty 29 where only 44 per cent agreed or agreed strongly that the duty should be performed by the CPS.

As far as perceptions were concerned, a majority of each group of respondents perceived the two duties as being performed by the CPS.

TABLE 20.

PERCENTAGES (AND RANKS) ASSIGNED THE TWO DUTIES COMPRISING PHYSICAL FACILITIES,
FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
28. co-ordinate the use of shared facilities in the school system	100 (9.5)	78 (16.5)	78 (21)	91 (6.5)	100 (20)	100 (17.5)	100 (8.5)	97 (5.5)
29. supervise plant maintenance and janitorial services in the school system	100 (24)	56 (26)	52 (23)	100 (11)	100 (32.5)	80 (36)	44 (36)	57 (36)

Inter-group Percentage Differences in Perceptions

Table 20 indicates for each duty the percentage of each group of respondents who perceived this duty as being performed to a limited or large degree.

Of 12 possible comparisons between pairs of groups, only one, as shown in Table 21, met the chi square test, the comparison between CPS and principals on duty 29. Thus, a greater percentage of CPS than principals perceived the CPS as performing to a limited or large degree the duty: "supervise plant maintenance and janitorial services in the school system."

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores. Of 12 comparisons, none met the criterion.

Inter-group Percentage Differences in Expectations

Table 20 indicates also for each duty the percentage of each group of respondents who agreed or agreed strongly that the duty should be performed by CPS. The percentages shown in the table vary. The chi square analysis again was used to test the difference between each pair of percentages--six comparisons per duty, or 12 in all. There were no differences to meet the chi square test.

TABLE 21

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN PHYSICAL FACILITIES

Duty No.	<u>Differences in Perceptions</u>		<u>Differences in Expectations</u>		<u>Differences Between Expectations and Perceptions</u>
	Percentage	Weighted Score	Percentage	Weighted Score	Percentage
28					PE > PP (SS,S,P)E > (SS,S,P)P
29	CPS > P				

SS - Superintendents; S - Supervisors; P - Principals; T - Teachers; CPS - Co-ordinating Principals; E or P after SS, S or P - Expectations or Perceptions.

Inter-group Weighted-score Differences in Expectations

A further set of analyses was carried out on each duty, using weighted scores. Of 12 comparisons, none met the criterion.

Intra-group Percentage Differences Between Expectations and Perceptions

Also examined were differences between expectations and perceptions. Of two comparisons for principals, one met the criterion. On duty 28 principals' perceptions exceeded their expectations for the performance of the CPS. Of two comparisons when all three were taken as one group, one met the criterion. On duty 28 superintendents', principals' and supervisors' expectations exceeded their perceptions for the performance of the CPS. Of the two comparisons for supervisors and the two comparisons for superintendents there were no significant differences.

VII. GENERAL ADMINISTRATION

Analyzed in this section are data concerning the role of the CP in the area of General Administration.

Concerning expectations, as shown in Table 22, most supervisors, superintendents, principals and teachers agreed or agreed strongly that CPS should carry out each of the eight duties listed under General Administration, except for principals on duty 30 where only 28 per cent agreed or agreed strongly that the CPS should carry out

TABLE 22

PERCENTAGES (AND RANKS) ASSIGNED THE EIGHT DUTIES COMPRISING GENERAL ADMINISTRATION, FOR CPS' PERFORMANCE PERCEIVED AND EXPECTED, AVALON NORTH, 1977

	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
30. decide (with the principal) the closing of any school in the system because of inclement weather or for other reason	100 (9.5)	89 (1)	92 (3)	100 (8)	100 (20)	90 (17.5)	28 (37)	71 (32)
31. conduct monthly meetings of principals in the school system	100 (9.5)	78 (8)	84 (6)	91 (6.5)	100 (20)	100 (3.5)	92 (10.5)	95 (9)
32. serve as a main link of communication between central office and all schools in the system	100 (9.5)	78 (16)	84 (9.5)	91 (16.5)	100 (20)	80 (32)	84 (29)	89 (11)
33. attend meetings of the Local Advisory Committee	100 (9.5)	89 (2)	100 (1.5)	100 (3)	100 (20)	100 (3.5)	100 (4.5)	98 (8)
34. attend school system meetings	100 (9.5)	89 (3)	96 (1.5)	100 (1)	100 (20)	100 (1)	100 (4.5)	98 (4)
35. assist central office in determining the school system budget	100 (32.5)	56 (26)	24 (35.5)	36 (35.5)	100 (32.5)	90 (32)	92 (17.5)	90 (17)
36. promote the aims of the school board and Department of Education	100 (9.5)	89 (4.5)	96 (4)	100 (11)	100 (20)	100 (3.5)	100 (4.5)	98 (5.5)
37. report regularly to superintendent on the entire school system	100 (32.5)	56 (19)	84 (11.5)	73 (30.5)	100 (32.5)	100 (17.5)	84 (32)	94 (14.5)

this duty.

As far as perceptions were concerned, a majority of each group of respondents perceived seven out of eight duties as being performed by CPS. Only 24 per cent of principals and 36 per cent of CPS perceived the CPS as performing duty 35.

Inter-group Percentage Differences in Perceptions

Table 22 indicates for each duty the percentage of each group of respondents who perceived this duty as being performed either to a limited or to a large degree.

Of 48 possible comparisons between pairs of groups, only two, as shown in Table 23, met the chi square test, the comparison between the superintendents and principals on duty 35, and the comparison between supervisors and principals on duty 37. Thus, a greater percentage of superintendents than principals perceived the CPS as performing to a limited or large degree the duty: "assist central office in determining the school system budget." Also, a greater percentage of principals than supervisors perceived the CPS as performing to a limited or large degree the duty: "report regularly to the superintendent on the entire school system."

Inter-group Weighted-score Differences in Perceptions

A further set of analyses was carried out on each duty, using weighted scores. Of 48 comparisons, none

TABLE 23

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN GENERAL ADMINISTRATION

Duty No.	<u>Differences in Perceptions</u>		<u>Differences in Expectations</u>		<u>Differences Between Expectations and Perceptions</u>
	Percentage	Weighted Score	Percentage	Weighted Score	Percentage
30			T > P S > P	S, T > P	PP > PE
31				S > P, T	
32					
33				S > P, T	
34				S > P, T	
35	SS > P				PE > PP (SS, S, P) E > (SS, S, P) P
36				S > P, T	
37	P > S		T > P	S > P, T T > P	SE > SP

SS - Superintendents; S - Supervisors; P - Principals; T - Teachers; E or P after SS, P or S - Expectations or Perceptions.

met the criterion.

Inter-group Percentage Differences
in Expectations

Table 22 indicates also for each duty the percentage of each group of respondents who agreed or agreed strongly that the duty should be performed by the CPS. The only differences to meet the chi square test were those between the expectations of principals and teachers, and between the principals and supervisors on duty 30, and also between principals and teachers on duty 37. Thus, a greater percentage of teachers than principals agreed strongly that CPS should "decide (with the principal) the closing of any school in the system because of inclement weather or for other reasons," and "report regularly to the superintendent on the entire school system." Also, a greater percentage of supervisors than principals agreed or agreed strongly that the CPS should perform duty 30.

Inter-group Weighted-score Differences
in Expectations

A further set of analyses was carried out on each duty, using weighted scores. Of 48 comparisons, 13 met the criterion. On duties 31, 33, 34, 36 and 37 supervisors' expectations exceeded those of principals and teachers. Also, on duty 30, the expectations of supervisors and of teachers exceeded those of principals. Also, on duty 37, the expectations of teachers exceeded those of principals.

Intra-group Percentage Differences Between
Expectations and Perceptions

Also examined were differences between expectations and perceptions. Of eight comparisons for principals, two met the criterion. On duty 30, principals' perceptions exceeded expectations, and on duty 35, principals' expectations exceeded their perceptions. Of eight comparisons for supervisors, one met the criterion. On duty 37, supervisors' expectations exceeded their perceptions. There were no significant differences between the expectations and perceptions of superintendents on the eight comparisons. Of the eight comparisons when all three were taken as one group, one met the criterion. On duty 35, superintendents', supervisors' and principals' expectations exceeded their perceptions.

VIII. HINDRANCES

This section sets forth the hindrances perceived as preventing the CP from operating effectively. It answers question 6 on page 5.

The superintendent, assistant superintendent, supervisors, principals and CPS were asked to check from a list of four possible hindrances, and to name any others. (See Appendix C.)

As shown in Table 24, the most frequently checked hindrances were regular teaching duties mentioned by 23 of the 48 respondents. Both the superintendent and the

assistant superintendent saw this as a hindrance, so did 7 of the 10 supervisors, and 6 of 20 principals. Eight of the 11 CPS also saw regular teaching duties as a hindrance in their work.

The second most frequently checked hindrance, mentioned by 15 of the 48 respondents was lack of clerical help followed by interruptions (8) and lack of administrative assistance (4). Two additional hindrances were identified by CPS--lack of finances (1) and cafeteria equipment (1). Seven respondents, including one CP said there were no hindrances.

TABLE 24
HINDRANCES TO THE WORK OF THE CPS, AS PERCEIVED
BY FOUR GROUPS, AVALON NORTH, 1977

	Number of Respondents				
	SS N-2	S N-10	P N-25	CPS N-11	Total N-48
Lack of clerical help	2	4	6	3	15
Regular teaching duties	2	7	6	8	23
Lack of administrative assistance		1	3		4
Interruptions by staff and students		2	4	2	8
No hindrances		1	5	1	7
Other hindrances			1	2	3

IX. MISCELLANEOUS DATA

This section reports the answers to three questionnaire items related to: the distribution of CPS' time, additional duties and areas of conflict.

The Distribution of CPS' Time

Co-ordinating Principals were asked to indicate the approximate percentage of their time in a six-day cycle spent on each of the three activities: teaching, administration of school, and co-ordination of a school system.

As shown in Table 25, the percentage of time for each CP given to each of the three activities varies. However, nine CPS spend some time on each of the three activities, while one CP does not teach and one does not spend any time on the co-ordination of a school system because the time is taken up by the two activities--teaching and administration of a school. The table also shows that 10 CPS are involved in teaching from 35-60 per cent of their time--2 spend 60 per cent, 2 spend 50 per cent, 3 spend 40 per cent and 3 spend 35 per cent. All CPS spend from 25-90 per cent of their time on the administration of the school where each is principal--1 spends 90 per cent, 1 spends 65 per cent, 1 spends 55 per cent, 2 spend 50 per cent, 3 spend 40 per cent, 2 spend 30 per cent and 1 spends 25 per cent.

Ten CPS spend from 10-30 per cent of their time on the co-ordination of a school system--1 spends 30 per cent, 1 spends 20 per cent, 2 spend 15 per cent and 6 spend 10 per cent.

By most CPS who were teaching, very little time was given to the activity of co-ordination of a school system since most of the time was spent in teaching or the administration of the school. This finding verifies the most frequently checked hindrance--regular teaching duties--stated in the previous section, and the second most frequently checked hindrance--lack of clerical help.

TABLE 25
PERCENTAGE DISTRIBUTION OF CPS' TIME AS PERCEIVED BY
ELEVEN CO-ORDINATING PRINCIPALS, AVALON NORTH, 1977

	<u>Time</u> Percentage										
Teaching	60	40	40	60	40	35	35	50	35	50	-
Administration of School	25	50	30	30	40	55	50	40	65	40	90
Co-ordinating of a school system	15	10	30	10	20	10	15	10	-	10	10

Additional Duties

The superintendents, supervisors, principals and CPS were asked, in the perceptions questionnaire, if there were duties, in addition to the 37 specified, which CPS

perform. The sole response came from one CPS who mentioned the scheduling of pre-vocational classes.

Respondents to the expectations questionnaire, that is superintendents, supervisors, principals and teachers, were asked if there were other duties CPS should perform. Responses came from 10 of the 306 teachers, each of whom mentioned one duty:

1. Visit each school in his school system on an equal time basis, including the high school.
2. Promote uniform system of examinations and evaluation.
3. Specify duties of the Co-ordinating Vice-Principal.
4. Provide the opportunity for periodical grade level meetings or meetings for teachers in similar subject areas.
5. Attempt to establish some policy for student attendance, and disciplinary action for students, a policy by which teachers may govern themselves.
6. Be available to teachers for consultation.
7. Not be responsible for class instruction.
8. Encourage the organization of committees to promote and evaluate sports programs.
9. Encourage better support of NTA.
10. Encourage teacher rotation in the schools.

Some teachers expressed the view that many of the duties that a Co-ordinating Principal is expected to do

are only housekeeping duties which can be performed adequately by someone at the cost of about one-third the salary of a Co-ordinating Principal.

Areas of Conflict

Co-ordinating Principals were asked whether they had any conflict areas with the superintendent, or with supervisors, other CPS, principals and teachers. Nine CPS indicated that there were no conflict areas. One CP indicated that sometimes there were conflicts with the superintendent and teachers but failed to be specific about the nature of the conflicts. One CP indicated conflict with supervisors because supervisors were assuming duties formerly held by CPS, but failed to mention which duties.

X. DUTIES SPECIFIED BY THE BOARD

Table 26 lists eight duties specified for CPS by the Avalon North Integrated School Board (see Appendix D) and listed among the 37 duties of the questionnaires. The table recapitulates the responses already reported. Six of these duties were perceived by respondents to be carried out by CPS.

However, CPS were not generally perceived to arrange high school entrance examinations. Only three of the 11 CPS indicated they perform this duty. However, a majority of each group expected CPS to perform this duty,

TABLE 26
PERFORMANCE PERCEIVED AND EXPECTED ON DUTIES SPECIFIED FOR CPS
BY THE AVALON NORTH INTEGRATED SCHOOL BOARD

	Perceived Performance				Expected Performance			
	SS	S	P	CPS	SS	S	P	T
1. conduct monthly meetings of principals in the school system (31)	100 (9.5)	78 (8)	84 (6)	91 (6.5)	100 (20)	100 (3.5)	92 (10.5)	95 (9)
2. arrange for high school entrance examinations (26)	50 (36.5)	33 (31.5)	32 (33.5)	27 (37)	100 (32.5)	70 (37)	92 (1)	79 (29)
3. with the administrative staff, initiate, encourage, and foster PTA organizations (5)	100 (32.5)	78 (11.5)	16 (37)	36 (35.5)	100 (6.5)	100 (7)	80 (33)	77 (33)
4. where possible, arrange shared services of specialist teachers in the school system (19)	100 (9.5)	89 (6)	96 (7)	91 (16.5)	100 (32.5)	90 (23.5)	92 (7)	98 (3)
5. promote the aims of the school board and Department of Education (36)	100 (9.5)	89 (4.5)	96 (4)	100 (11)	100 (20)	100 (3.5)	100 (4.5)	98 (5.5)
6. serve as a main link of communication between central office and all schools in the system (32)	100 (9.5)	78 (16)	84 (9.5)	91 (16.5)	100 (20)	80 (32)	84 (29)	90 (11)
7. co-ordinate bus transportation in the system (25)	100 (24)	67 (11.5)	88 (8)	100 (5)	100 (32.5)	90 (32)	80 (31)	80 (27.5)
8. decide (with the principal) the closing of any school in the system because of inclement weather or for other reasons (30)	100 (9.5)	89 (1)	92 (3)	100 (3)	100 (20)	90 (17.5)	28 (37)	71 (32)

The wording of duties is somewhat different from the Boards.
The first number represents the percentage of respondents perceiving or expecting. The number in parenthesis is the rank assigned the weighted score.

with feeder school principals ranking it as their number one weighted expectation.

Supervisors generally perceived and expected CPS to initiate, encourage and foster PTA organizations, but neither principals nor CPS perceived them to be doing this. Most teachers and principals agreed that they should be performing this duty.

Most respondents perceived the CPS to decide with the principal, the closing of any school in the system because of weather. Even though most superintendents, supervisors, and teachers felt that CPS should do this, most principals disagreed, many of them strongly, that CPS should perform this duty.

XI. SUMMARY

This chapter's main findings about the perceived and expected performance by the CPS of the Avalon North Integrated School District can be summarized as follows:

1. Twenty-five of the 37 duties were perceived by a majority of each of four respondent groups as being performed by CPS. Twelve duties were not so perceived. Most feeder school principals, supervisors and CPS themselves reported no performance by CPS for the duty "arrange for high school entrance examinations." Majorities of each of two of these three groups reported no performance by CPS on the four duties: "encourage PTA organizations,"

"co-ordinate instructional resources," "co-ordinate student fund-raising in the system" and "assist central office in determining the school system budget." Five other duties were perceived by most supervisors as not being performed, two others were perceived by most feeder school principals as not being performed.

2. Of these 37 duties a majority of every respondent group agreed that 35 should be performed by CPS. However, most feeder school principals felt that CPS should not "supervise plant maintenance and janitorial service in the school system" or "decide (with the principal) the closing of any school in the system because of inclement weather or for other reason."

3. Of six areas of administration, there seems to be something of a consensus among groups that CPS perform most in the areas of General Administration and Staff Personnel, the two areas where expectations were highest.

4. There were 45 statistically significant differences, involving 17 duties, between groups in their perceptions of CPS' performance.

The group most positive in its perceptions of CPS' performance was the superintendent and the assistant superintendent. They perceived every one of the 37 duties as being performed to a limited or to a large extent, and none as not being performed by CPS. They had 14

statistically significant differences in perception with other groups, involving eight items--seven with supervisors, six with feeder school principals and one with the CPS themselves, and in each case the superintendent and the assistant superintendent were the more positive about CPS' performance.

The CPS also were positive in their perceptions of their own performance. Only three duties did a majority of them perceive they were not carrying out--fostering PTA organizations, arranging high school entrance examinations and assisting with central office budgeting. They were involved in 25 statistically significant differences of opinion about their performance, involving 15 duties. On 12 duties their perceptions of their performance were more positive than those of supervisors, on 11 duties (an overlap of 9 with supervisors) their perceptions were more positive than those of feeder school principals. On one duty--fostering PTA organizations--their perceptions of their own performance were more negative than those of supervisors, and on another duty more negative than those of the superintendent and assistant superintendent.

The principals of feeder schools were less positive in their perceptions of CPS' performance than either the CPS or the superintendent and the assistant superintendent. A majority of them perceived seven duties as not being performed by CPS. They were involved in 24 statistically significant differences in perception, involving 16

different duties. They were more critical than CPS on 11 duties, more critical than the superintendent and assistant superintendent on six duties (five of them the same duties) and more critical than the supervisors on one duty. They were less critical than supervisors on six duties.

Of the four groups, the supervisors were the least positive in their perceptions of CPS' performance. Eight duties were identified by majorities of supervisors as not being performed by CPS. Supervisors had 27 statistically significant differences with other groups in their perceptions of CPS' performance. These differences involved 14 duties. They were the more negative in 25 differences, less negative in two. They were more negative than CPS on 12 duties, more negative than the superintendent and assistant superintendent on seven duties, more negative than feeder principals on six. Their perceptions were more positive than those of CPS or feeder school principals on one duty only--fostering PTA organizations.

5. A majority of each of three groups--teachers, supervisors and superintendents--agreed that CPS should perform all 37 duties. Feeder school principals felt the same way about 35 duties.

Despite the overall endorsement of this list of duties, there were differences between groups in the extent and strength of agreement. In fact, there were 37 statistically significant differences involving 19 duties.

Supervisors had greater expectations than other groups for CPS' performance on 24 of 26 statistically significant differences involving 17 duties. Their expectations were greater than teachers on 13 duties, less on one, greater than feeder school principals on 11 duties, less on one.

Teachers' expectations were less in 17 of the 23 differences in which they were involved. Their expectations were less than those of supervisors on 13 duties, greater on one, less than those of principals on three duties, greater on five, and less on one duty than the superintendent and his assistant.

Principals' expectations were less in 18 of the 22 differences involving them. Their expectations were less than those of supervisors on 11 duties, greater on one, less than teachers' on five duties, greater on three, less than those of the superintendent and his assistant on two duties.

The expectations of the superintendent and the assistant superintendent were greater at statistically significant levels, than those of principals on two duties, and greater than teachers on one duty.

6. The statistically significant differences in expectations were distributed rather evenly among 19 duties-- 8 differences among three duties in the area of School-Community Relations, 9 among five duties in Curriculum and

Instruction, 4 among three duties in Staff Personnel, 3 among two duties in Pupil Personnel, and 13 among six duties in the area of General Administration.

7. For 20 of the 37 duties, there were no statistically significant differences in inter-group perceptions of CPS' performance. For the remaining 17, differences were clustered much more around some than others, particularly several duties in two areas, Curriculum and Instruction, and Staff Personnel.

In the area of Curriculum and Instruction the six duties "co-ordinate the use of instructional resources," "assist in the organization of common programs," "provide leadership in curriculum and instruction," "assist in the evaluation of the program," and, to a lesser extent, "co-ordinate special programs such as guidance, pre-vocational, special education, etc.," and "provide leadership in the development of extra-curricular activities" were each the subject of sharp differences in perception between CPS, the superintendent and assistant superintendent on the one hand, and supervisors and feeder school principals on the other.

Similar differences between these same pairs of groups appear in the two Staff Personnel duties "co-ordinate teacher work-load in the system" and "encourage staff personnel to improve their instructional methods and qualifications." The Pupil Personnel duty "co-ordinate

student fund-raising activities in the school system," exhibits a similar split.

These nine duties account for 34 of the 45 differences. They should perhaps be the subject of discussion by the groups concerned.

The remaining eight duties each account for one, or, at most, two differences.

8. Proportions of respondent groups expecting CPS' performance differed from proportions perceiving it, on 22 of the 37 duties.

Differences clustered especially around several duties in Curriculum and Instruction. More principals and more supervisors expected CPS' performance than perceived it for the four Curriculum and Instruction duties: "visit teachers in feeder schools for the purpose of helping improve instruction," "co-ordinate the use of instructional resources," "assist in the organization of common programs," and "assist in the evaluation of the program," and in the School-Community duty "co-ordinate and encourage parent-teacher conferences in the system."

Ten of the remaining differences involved principals only. In nine cases--duties 5, 10, 14, 16, 20, 24, 26, 28 and 35--the principals expecting CPS' performance exceeded the number perceiving it. But, for one duty, "deciding (with the principal) the closing of any school in the system because of inclement weather or for any other

reason," there were more principals who perceived CPS to be performing it than believed they should perform it.

More supervisors expected CPS' performance than perceived it for duties 3, 7, 18 and 37. Also, more principals and supervisors (and superintendents) considered as a single group expected CPS' performance than perceived it on duties 4, 15 and 27.

9. The two main hindrances perceived as preventing the CPS from operating effectively were regular teaching duties, and, secondly, lack of clerical help.

10. CPS reported that on the average they spent 40 per cent of their time teaching, 47 per cent administering the school, and 13 per cent co-ordinating a school system. Thus, most of the CPS' time is given to teaching and administration while only a small percentage is given to co-ordination of a school system. One gave no time to co-ordination while another did not have any teaching duties.

11. Eleven additional duties were suggested by respondents, one for each by 10 teachers, and one by a CP who mentioned the scheduling of pre-vocational classes.

12. Of eight duties specified in the board's by-laws for CPS to perform, five were perceived as being performed. Respondents agreed also that they should be performed. Respondents did not perceive CPS as carrying out the board's by-law of arranging high school entrance exams,

or encouraging PTA organizations, although respondents felt that CPS should do this. Moreover, although respondents agreed in perceiving CPS to be carrying out the duty "decide (with the principal) the closing of any school in the system because of inclement weather or for any other reason," most principals disagreed, many strongly, that CPS should perform this duty.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two major sections. The first summarizes the problem, the procedures and the findings. The second contains recommendations.

I. SUMMARY

The Problem

One purpose of this study was to examine the role of the CPS in the 35 districts with respect to the number of CPS, pupil enrollment, number of schools, principals and teachers. Thus, the characteristics of the school systems and boards which have or do not have CPS were discussed. Also reported and discussed were the duties of CPS which were specified in the by-laws of 12 school boards.

The major purpose of the study was to conduct an in-depth study of the role of the CP in the Avalon North Integrated School District. To facilitate this, three questionnaires were administered and collected from various educational personnel in the Avalon North Integrated School District. The differences within expectations and perceptions and the differences between expectations and perceptions were presented and discussed.

In the course of exploring these two purposes, the following questions were investigated:

1. Throughout the province, what are the general characteristics of the school system in which the CPS perform, with respect to: number of CPS, pupil enrollment, number of schools, principals and teachers?
2. Throughout the province, what are the stated duties of CPS as outlined by school boards?
3. In the Avalon North Integrated School District, what are the perceptions of the Superintendent, Assistant Superintendent, Supervisors, Principals and CPS for the actual performance of the CPS in the following six areas:
 - School-Community Relations
 - Curriculum and Instruction
 - Staff Personnel
 - Pupil Personnel
 - Physical Facilities
 - General Administration
4. In the Avalon North Integrated School District, what are the expectations of the Superintendent, Assistant Superintendent, Supervisors, Principals and Teachers for the behavior of the CPS in the six stated areas?
5. In the Avalon North Integrated School District, are there differences between expectations and

perceptions of the Superintendent, Assistant Superintendent, Supervisors and Principals for the performance of the CPS?

6. In the Avalon North Integrated School District, what main hindrances are perceived by Superintendent, Assistant Superintendent, Principals and CPS as preventing the CPS from operating effectively?
7. In the Avalon North Integrated School District, what duties in addition to the 37 listed in the questionnaire, do the various educational personnel perceive or expect the CPS to perform?
8. In the Avalon North Integrated School District, how do CPS distribute their time among teaching, administration, and school co-ordination?
9. In the Avalon North Integrated School District, do CPS perceive themselves as having conflict areas with Superintendent, Supervisors, other CPS, Principals and Teachers?
10. Do CPS perform the duties specified in the by-laws of the Avalon North Integrated School District?

Procedures

The methods used in the study are described in Chapter III. Interviews were held with the CPS in Avalon Consolidated School District, Avalon North Integrated School District and various other educational personnel associated with the role of the CP.

The Information Sheet gathered information from all school districts in Newfoundland and Labrador with respect to all CPS employed during 1976-77. The three questionnaires were designed, administered, collected and analyzed for the Avalon North Integrated School District.

On the first questionnaire, Superintendent, Assistant Superintendent, Supervisors, and Principals were asked to indicate to what degree they perceived the CPS performing 37 duties. They were also asked what they perceived with respect to additional duties.

On the second questionnaire, the CPS were asked to indicate to what degree they performed the 37 duties. They were also asked what they perceived with respect to additional duties, hindrances, conflict areas and distribution of time.

The third questionnaire asked the Superintendent, Assistant Superintendent, Supervisors, Principals and Teachers what were their expectations for the performance of the CPS on the 37 duties. They were also asked to list any other duties which they expected the CPS to perform.

In the analysis of data, some findings of a general nature were presented first. Then each of the items in the six areas of administration were examined. For inter-group percentage differences in either perceptions or expectations, chi square analysis at the .05 level was performed, followed by Yates' correction for continuity when any frequency was less than 5. For inter-group weighted-score

differences in either perceptions or expectations, one-way analysis of variance (.05 level) was used, followed by the Scheffé method of multiple comparisons (.10 level) to test inter-group differences in mean scores. For intra-group percentage differences between expectations and perceptions, the chi square analysis at the .05 level was used to test the differences. The data was presented in tabular form followed by a discussion.

Findings and Conclusions

In summarizing the findings of the preliminary survey from the superintendents in Newfoundland and Labrador, the following conclusions can be made with regard to the CPS, their boards and school systems:

1. All school districts have one or more CPS except Labrador East Integrated School District, Labrador West Integrated School District, Labrador Roman Catholic School District and Seventh Day Adventist School Board.
2. Eleven boards have CPS co-ordinating all their schools.
3. Schools without CPS were, apart from most schools in St. John's Roman Catholic School District, mostly remote all-grade, primary or elementary schools with a small number of teachers in isolated settlements along the coast of Newfoundland and

Labrador, or in areas where the denomination operating the school was a minority.

4. Pupil enrollment per school system varied. Seventy-three per cent of systems had enrollments under 1,000 pupils while some large systems had over 3,000.
5. While 74 per cent of the CPS co-ordinated 2-4 schools, 26 per cent co-ordinated 5-14 schools.
6. In the Roman Catholic Districts of Exploits-White Bay and Humber-St. Barbe, where there are separate high schools for boys and for girls, both the CP of the high school for boys and the CP of the high school for girls co-ordinate some of the same feeder schools in their system.
7. The Terra Nova Integrated School District has a school system on Fogo Island where the CP of Fogo Island Central High co-ordinates Pentecostal, Roman Catholic and Integrated feeder schools.
8. Terra Nova Integrated School District has two CPS in Gambo and Gander whose sole job is co-ordination of the school system and not teaching or being building principals.
9. Twelve superintendents reported a list of duties for the CPS in their districts. There was great variety in the number of duties, from a general statement of CPS' duties in Bonavista-Trinity-Placentia Integrated School District to a

comprehensive list of 16 duties in Exploits Valley Integrated School District. However, most boards did not specify different duties for CPS in different sized systems.

In summarizing the findings of the analysis of the responses to the questionnaires in the Avalon North Integrated School District, the following points can be made:

1. A majority of each respondent group perceived that 25 of the 37 duties were being carried out by CPS.
2. A majority of each of the three groups--teachers, supervisors and superintendents--indicated that CPS should perform all 37 duties. Principals felt the same way about 35 duties.
3. The consensus seemed to be that of the six areas of administration, CPS perform most in the areas of General Administration and Staff Personnel, the two areas where expectations were greatest.
4. There were 45 statistically significant differences between groups in the perceptions of CPS' performance. These differences involved 17 duties. Superintendent, assistant superintendent and CPS, themselves, were generally more positive in their perception of CPS' performance than were principals and, more especially, supervisors.
5. There were 37 statistically significant differences between groups in their expectations for CPS' performance. These differences involved 19 duties.

Supervisors, especially, tended to hold greater expectations for CPS' performance than did teachers and principals.

6. The statistically significant differences in expectations were distributed rather evenly among the 19 duties in all areas of administration except Physical Facilities.
7. Three-quarters of the statistically significant differences in perceptions clustered around six in Curriculum and Instruction, two duties in Staff Personnel and one in Pupil Personnel.
8. Statistically significant differences between the expectations and perceptions of groups for CPS' performance involved 22 duties. Differences clustered noticeably around several duties in Curriculum and Instruction and one in School-Community Relations.
9. The two main hindrances to the effective operating of CPS were regular teaching duties and the lack of clerical help.
10. CPS reported that they spent on the average 40 per cent of their time teaching, 47 per cent in the administration of school, and 13 per cent in the co-ordination of a school system.
11. Eleven additional duties were suggested for CPS by respondents, one each by 10 teachers, and one by a CP.

12. Of eight duties specified in the board's by-laws, CPS were perceived as performing six but not the other two. Feeder-school principals felt that there was one of these six duties which CPS should not be carrying out.

II. RECOMMENDATIONS

The recommendations outlined below are made with the findings and conclusions in mind.

1. Throughout the Province of Newfoundland and Labrador where school boards have CPS in school systems, there were many differences in the school systems with respect to number of schools, pupil enrollment and distance from feeder schools, and sometimes cross-board and cross-denominational responsibilities, which school boards should consider carefully when defining the duties of the CP.
2. A case study on the role of the CP should be carried out in Gander school system or Gambo school system where the CP has no regular teaching duties or responsibilities for the administration of a school building.
3. Approximately 40 all-grade schools and 70 primary or elementary schools had no CP. A case study should be carried out to find out how co-ordination is done in these schools.

4. In the 11 school systems in Avalon North Integrated School District, there were many differences with respect to number of schools, pupil enrollment, teaching, administration and co-ordinating duties of the CPS, which should be carefully considered when defining the duties of the CP for each school system.
5. Since most of the statistically significant differences for the role of the CP in the Avalon North Integrated School District involved supervisors and principals, careful consideration should be given to their opinions when describing the duties of each CP.
6. Since the two main hindrances to CPS' time were teaching duties and lack of clerical help, the school board should consider changes in CPS' duties to allow sufficient time to co-ordinate the school system.
7. Since most CPS are not perceived to arrange for high school entrance examinations, or to initiate, encourage and foster PTA organizations, it is recommended that these duties not be included in the By-laws of the board for the duties of the CP.
8. The writer recommends a case study of a typical co-ordinating principal--possibly St. George's school system, New Harbour.

9. Since respondents felt generally that virtually all 37 duties should be carried out by the CPS, and since 25 were generally perceived as being carried out, it is recommended that the position of CP be retained and strengthened, but not abolished, particularly in rural areas of the province.
10. The validity of the questionnaire has been established by the findings of this study. First, CPS were generally expected to perform all 37 duties (35 by principals). Secondly, CPS were perceived as performing 25 of the duties by all groups. Only five duties were seen by more than one group as not being performed by CPS. Thirdly, only 11 new duties were suggested, one each by 11 persons out of 353 respondents. However, some revisions should be made in light of these findings.

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APPENDICES

APPENDIX A
CORRESPONDENCE

Department of Educational Administration
P.O. Box 2
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Superintendent,

As a preliminary step to the study of the Co-ordinating Principal in Newfoundland and Labrador education, I would appreciate your assistance in listing for me on the enclosed forms, the names of all your Co-ordinating Principals, together with a few facts about the schools they co-ordinate. Please use a separate sheet for each Co-ordinating Principal and return all the sheets in the self-addressed envelope.

If you have a copy of the school board by-laws regarding the duties of the Co-ordinating Principal, please enclose it. If you have a booklet with the information on the Information Sheet, enclose it and disregard completing the Information Sheet.

Many thanks,

Alex Snow

Hubert Kitchen
Professor of Education

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

P.O. Box 2
Education Building
7 June, 1977

Dear Principal:

I am a graduate student of Educational Administration at Memorial. As part of the degree requirements, I am conducting a study of the Role of the Co-ordinating Principal in the Avalon North Integrated School District. I have spoken to your Superintendent and he has given me his permission and support for this study.

The questionnaires will be mailed to the Superintendent, Supervisors, Co-ordinating Principals, Principals and Teachers. The questionnaires for the Superintendent and Supervisors will be mailed to the central office. Those for Co-ordinating Principals, Principals and Teachers will be mailed to each Principal. Each Principal is asked to distribute the questionnaires to the teachers. It is hoped that each teacher will complete the questionnaire immediately and return it to the Principal.

On Wednesday, 15 June, a team of Graduate Students will visit the schools to collect the questionnaires.

Your complete assistance in responding to this request is needed, since the school year is almost ended.

I greatly appreciate your support.

Have a happy summer holiday.

Yours sincerely,

Alex Snow

LABRADOR EAST INTEGRATED SCHOOL BOARD

P.O. Box 129 - Goose Bay

Labrador
AOP 1C0

January 29, 1979

Dear Sir:

As a graduate student in Educational Administration at Memorial University of Newfoundland, I am analyzing the role of the Co-ordinating or Supervising Principal: A school principal to whom a School Board has assigned professional or administrative duties covering the operation of two or more schools, or one or more than one school system (a high school, together with one or more than one feeder schools).

I need some information regarding the role of this person. Could you answer the questions on the following page.

With sincere thanks,

Alex Snow
Supervisor of Social Studies,
Religious Ed. and Family LifeAS/rd
Enclosure

LABRADOR EAST INTEGRATED SCHOOL BOARD

1. Do you have anyone that fits the description of the CP in Newfoundland?
2. Could you supply me with a list of his/her duties?
3. Are the duties defined by School Board or Legislature?
4. Were there any studies done on this role in your province during the last ten years?
5. Any information on this position would be greatly appreciated.

ONTARIO
Ministry of Education

15th Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

February 12, 1979.

Dear Mr. Snow:

Your letter of January 29, 1979, addressed to Mr. Robert G. Rist of this Ministry, has come to my attention for reply.

Since I am responding from the point of view of the Ministry of Education rather than that of a school board, I think that it may be more useful for me to deal with the matter in general terms rather than simply giving answers to the items of your questionnaire. I hope that this will be of value to you in your study.

The basic provisions relating to what is called in Ontario a "supervising principal" are found in Ontario Regulation 704/78, specifically in Sections 10(4) and 10(5). You will note that the duties of a supervising principal are not spelled out in detail but that reference is made specifically to supervising the administration of two or more schools. The implication of this is that the position is intended essentially to deal with organizational matters as opposed to program questions. In practice, of course, these two facets of the operation of schools are not easily divided but the specific use of the term "administration" in the regulation is of some significance.

It should also be noted that the position can exist only at the elementary school level. There is no such thing in Ontario as a supervising principal of secondary schools, though there are a few instances where a secondary school is located on two campuses with the same principal handling both.

There would not normally be cases where elementary and secondary schools would come under the direction of a single principal. However, it would be possible to have both elementary and secondary schools in the same building or on the same site, in which case the board must designate which principal is in charge of common areas. (Section 12(3) of Regulation 704).

For your information, I am enclosing photocopies of Sections 10, 11, 12, 13 and 14 of Regulation 704 which deal with Principals and Vice-Principals and of Section 230 of The Education Act, 1974. Duties of Principals are spelled out both in the Act and in the Regulation (Section 12).

I am not aware of any study being done on the role of the Supervising Principal in Ontario in recent years.

I trust that this will be of some use to you. If I can be of further assistance, please do not hesitate to contact me.

Yours sincerely,

R.M. McKay
Education Officer,
Supervision and Legislation Branch.

Mr. Alex Snow,
Supervisor of Social Studies,
Labrador East Integrated
School Board,
P.O. Box 129,
Goose Bay,
Labrador, Ontario.
AOP 1C0

RMM/syt

QUALIFICATIONS FOR PRINCIPALS AND VICE-PRINCIPALS

10. - (4) A board may appoint a person who holds the qualifications required by subsection 1 as a supervising principal to supervise the administration of two or more elementary schools operated by the board and such person shall be subject to the authority of the appropriate supervisory officer.

(5) A supervising principal may be principal of one of the schools of which he is supervising principal provided he is not principal of any other school.

APPENDIX B
INFORMATION SHEET

INFORMATION SHEET

1. Name of Co-ordinating Principal _____
2. List all schools which the principal co-ordinates, including the school where he/she is Co-ordinating Principal.

Name of School	Address of School	Principal's Name	Grades in School	School Enrollment 1977

APPENDIX C

QUESTIONNAIRES

I, II and III

QUESTIONNAIRE FOR
SUPERINTENDENT, SUPERVISORS AND PRINCIPALS

The Role of the Co-ordinating Principal

This questionnaire is divided into two parts, Part (I), Perceptions of the Role of Co-ordinating Principal-- your opinion on what the Co-ordinating Principal is doing in the following areas:

School-Community Relations

Curriculum and Instruction

Staff Personnel

Pupil Personnel

Physical Facilities

General Administration

Part (II), Personal Data

The purpose of this questionnaire is not to identify the Co-ordinating Principal's duties as a building principal but those that are relevant to the co-ordination of a school system. A system means a high school and feeder schools.

PART (I)

Perceptions - What is the Co-ordinating Principal doing?

This part of the questionnaire is designed to determine to what degree you perceive the Co-ordinating Principal performing the activities in the six areas identified.

Please read each item carefully and indicate your opinion by

circling the appropriate response:

- 3 - The Co-ordinating Principal performs this duty to a large degree.
- 2 - The Co-ordinating Principal performs this duty to a limited degree.
- 1 - The Co-ordinating Principal does not perform this duty.
- N - Not applicable to his situation.

School - Community Relations

The Co-ordinating Principal

- | | | | | |
|---|---|---|---|---|
| 1. co-ordinates and encourages parent-teacher conferences in the system. | 3 | 2 | 1 | N |
| 2. co-ordinates the scheduling of school activities with community activities in the system. | 3 | 2 | 1 | N |
| 3. takes an active role in communicating to the public information about the school system. | 3 | 2 | 1 | N |
| 4. encourages the establishment of a common policy regarding home assignments in the school system. | 3 | 2 | 1 | N |
| 5. with the administrative staff, initiates, encourages and fosters PTA organizations. | 3 | 2 | 1 | N |

Curriculum and Instruction

- | | | | | |
|--|---|---|---|---|
| 6. encourages teachers to utilize community resources in enriching curriculum. | 3 | 2 | 1 | N |
| 7. co-ordinates special programs such as Guidance, Pre-Vocational, Special Education, etc. | 3 | 2 | 1 | N |
| 8. visits teachers in feeder schools for the purpose of helping improve instruction. | 3 | 2 | 1 | N |

- | | | | | | |
|-----|--|---|---|---|---|
| 9. | co-ordinates the use of instructional resources. | 3 | 2 | 1 | N |
| 10. | provides leadership in the development of extra-curricular activities. | 3 | 2 | 1 | N |
| 11. | assists in the organization of common programs. | 3 | 2 | 1 | N |
| 12. | assists in the evaluation of the programs. | 3 | 2 | 1 | N |
| 13. | provides leadership in curriculum and instruction. | 3 | 2 | 1 | N |

Staff Personnel

- | | | | | | |
|-----|---|---|---|---|---|
| 14. | assists the superintendent and others in the selection of school system personnel. | 3 | 2 | 1 | N |
| 15. | assists in the assignment of school system personnel. | 3 | 2 | 1 | N |
| 16. | assists in the orientation of new school system personnel. | 3 | 2 | 1 | N |
| 17. | assists in the evaluation of teachers and principals. | 3 | 2 | 1 | N |
| 18. | co-ordinates teacher work-load in the system. | 3 | 2 | 1 | N |
| 19. | where possible, arranges for shared services of specialist teachers in the school system. | 3 | 2 | 1 | N |
| 20. | encourages staff personnel to improve their instructional methods and qualifications. | 3 | 2 | 1 | N |
| 21. | assists principals and teachers with any problems in the system. | 3 | 2 | 1 | N |

Pupil Personnel

- | | | | | | |
|-----|---|---|---|---|---|
| 22. | provides for the orientation of new pupils from feeder schools. | 3 | 2 | 1 | N |
| 23. | articulates appropriate guidelines for pupil progress and promotion from grade to grade in the school system. | 3 | 2 | 1 | N |

- | | | | | | |
|-----|---|---|---|---|---|
| 24. | co-ordinates student fund-raising activities in the school system. | 3 | 2 | 1 | N |
| 25. | co-ordinates bus transportation in the system. | 3 | 2 | 1 | N |
| 26. | arranges for high school entrance examinations. | 3 | 2 | 1 | N |
| 27. | articulates appropriate guidelines for student behavior, and work patterns in the system. | 3 | 2 | 1 | N |

Physical Facilities

- | | | | | | |
|-----|--|---|---|---|---|
| 28. | co-ordinates the use of shared facilities in the school system. | 3 | 2 | 1 | N |
| 29. | supervises plant maintenance and janitorial services in the school system. | 3 | 2 | 1 | N |

General Administration

- | | | | | | |
|-----|--|---|---|---|---|
| 30. | decides (with the principal) the closing of any school in the system because of inclement weather or for other reason. | 3 | 2 | 1 | N |
| 31. | conducts monthly meetings of principals in the school system. | 3 | 2 | 1 | N |
| 32. | serves as a main link of communication between central office and all schools in the system. | 3 | 2 | 1 | N |
| 33. | attends meetings of the local advisory committee. | 3 | 2 | 1 | N |
| 34. | attends school systems meetings. | 3 | 2 | 1 | N |
| 35. | assists central office in determining the school system budget. | 3 | 2 | 1 | N |
| 36. | promotes the aims of the school board and Department of Education. | 3 | 2 | 1 | N |
| 37. | reports regularly to superintendent on the entire school system. | 3 | 2 | 1 | N |

38. Are there any other duties which he performs as a Co-ordinating Principal? List:

- a.
- b.
- c.
- d.
- e.

39. What are the main hindrances which prevent him from operating as you think a Co-ordinating Principal should? Please check:

- a. Lack of clerical help _____
- b. Regular teaching duties _____
- c. Lack of administrative assistance _____
- d. Interruptions by staff and pupils _____
- e. No hindrances _____
- f. Other hindrances (be specific): _____

40. What duties of the Co-ordinating Principal have you found most useful? Please list:

- a.
- b.
- c.
- d.
- e.

PART-(II)

Personal Data

Please fill in the appropriate answers.

- 1. Sex _____
- 2. Age _____
- 3. Position _____

4. Teaching Certificate _____
5. Number of years teaching _____
6. Number of years in an administrative position
Superintendent _____ Supervisor _____ Principal _____
7. How many periods do you teach each cycle? _____
8. Grade(s) you teach _____ Subject(s) _____
9. Academic Degree(s) _____
Diploma(s) _____
10. Number of Graduate Courses you have completed _____

QUESTIONNAIRE FOR
CO-ORDINATING PRINCIPAL

The Role of the Co-ordinating Principal

This questionnaire is divided into two parts, Part (I), Your perception of your role--your opinion on what you are doing in the following areas:

School-Community Relations

Curriculum and Instruction

Staff Personnel

Pupil Personnel

Physical Facilities

General Administration

Part (II), Personal Data

The purpose of this questionnaire is not to identify your duties as a building principal but those that are relevant to the co-ordination of your school system. A school system means a high school and its feeder schools.

PART (I)

Perceptions - What are you doing?

This part of the questionnaire is designed to determine to what degree you perform activities in the six areas identified. Please read each item carefully and indicate your opinion by circling the appropriate response:

- 3 - I perform this duty to a large degree.
 2 - I perform this duty to a limited degree.
 1 - I do not perform this duty.
 N - Not applicable to my situation.

School-Community Relations

- | | | | | |
|--|---|---|---|---|
| 1. I co-ordinate and encourage parent-teacher conferences in the system. | 3 | 2 | 1 | N |
| 2. I co-ordinate the scheduling of school activities with community activities in the system. | 3 | 2 | 1 | N |
| 3. I take an active role in communicating to the public information about the school system. | 3 | 2 | 1 | N |
| 4. I encourage the establishment of a common policy regarding home assignments in the school system. | 3 | 2 | 1 | N |
| 5. With the administrative staff, I initiate, encourage and foster PTA organizations. | 3 | 2 | 1 | N |

Curriculum and Instruction

- | | | | | |
|---|---|---|---|---|
| 6. I encourage teachers to utilize community resources in enriching curriculum. | 3 | 2 | 1 | N |
| 7. I co-ordinate special programs such as Guidance, Pre-Vocational, Special Education, etc. | 3 | 2 | 1 | N |
| 8. I visit teachers in feeder schools for the purpose of helping improve instruction. | 3 | 2 | 1 | N |
| 9. I co-ordinate the use of instructional resources. | 3 | 2 | 1 | N |
| 10. I provide leadership in the development of extra-curricular activities. | 3 | 2 | 1 | N |
| 11. I assist in the organization of common programs. | 3 | 2 | 1 | N |

- | | | | | | |
|-----|---|---|---|---|---|
| 12. | I assist in the evaluation of the programs. | 3 | 2 | 1 | N |
| 13. | I provide leadership in curriculum and instruction. | 3 | 2 | 1 | N |

Staff Personnel

- | | | | | | |
|-----|--|---|---|---|---|
| 14. | I assist the superintendent and others in the selection of school system personnel. | 3 | 2 | 1 | N |
| 15. | I assist the assignment of school system personnel. | 3 | 2 | 1 | N |
| 16. | I assist the orientation of new school system personnel. | 3 | 2 | 1 | N |
| 17. | I assist in the evaluation of teachers and principals. | 3 | 2 | 1 | N |
| 18. | I co-ordinate teacher work-load in the system. | 3 | 2 | 1 | N |
| 19. | Where possible, I arrange for shared services of specialist teachers in the school system. | 3 | 2 | 1 | N |
| 20. | I encourage staff personnel to improve their instructional methods and qualifications. | 3 | 2 | 1 | N |
| 21. | I assist principals and teachers with any problems in the system. | 3 | 2 | 1 | N |

Pupil Personnel

- | | | | | | |
|-----|--|---|---|---|---|
| 22. | I provide for the orientation of new pupils from feeder schools. | 3 | 2 | 1 | N |
| 23. | I articulate appropriate guidelines for pupil progress and promotion from grade to grade in the school system. | 3 | 2 | 1 | N |
| 24. | I co-ordinate student fund-raising activities in the school system. | 3 | 2 | 1 | N |
| 25. | I co-ordinate bus transportation in the system. | 3 | 2 | 1 | N |
| 26. | I arrange for high school entrance examinations. | 3 | 2 | 1 | N |

27. I articulate appropriate guidelines for student behavior and work patterns in the system.

3 2 1 N

Physical Facilities

28. I co-ordinate the use of shared facilities in the school system.

3 2 1 N

29. I supervise plant maintenance and janitorial services in the school system.

3 2 1 N

General Administration

30. I decide (with the principal) the closing of any school in the system because of inclement weather or for other reason.

3 2 1 N

31. I conduct monthly meetings of principals in the school system.

3 2 1 N

32. I serve as a main link of communication between central office and all schools in the system.

3 2 1 N

33. I attend meetings of the local advisory committee.

3 2 1 N

34. I attend school systems meetings.

3 2 1 N

35. I assist central office in determining the school system budget.

3 2 1 N

36. I promote the aims of the school board and Department of Education.

3 2 1 N

37. I report regularly to superintendent on the entire school system.

3 2 1 N

38. Are there any other duties which you perform as a Co-ordinating Principal? List:

- a.
b.
c.
d.
e.

39. What are the main hindrances which prevent you from operating as you think a Co-ordinating Principal should? Please check:

- a. Lack of clerical help _____
- b. Regular teaching duties _____
- c. Lack of administrative assistance _____
- d. Interruptions by staff and pupils _____
- e. No hindrances _____
- f. Other hindrances (be specific): _____

40. Do you have conflict areas with:

- a. Superintendent _____
- b. Supervisors _____
- c. Other Co-ordinating Principals _____
- d. Principals _____
- e. Teachers _____

PART (II)

Personal Data

- 1. Sex _____
- 2. Age _____
- 3. Number of years as principal of a school _____
- 4. Number of years as Co-ordinating Principal _____

5. Teaching certificate _____
6. Number of years teaching _____
7. Grade(s) _____ Subject(s) _____

8. Academic degree(s) _____ or
Diploma(s) _____
9. Number of graduate courses completed _____
10. Approximate percentage of your time distributed on a
six day cycle.
 - a. Teaching _____
 - b. Administration of school _____
 - c. Co-ordination of a school system _____

QUESTIONNAIRE FOR
SUPERINTENDENT, SUPERVISORS, PRINCIPALS AND TEACHERS

The Role of the Co-ordinating Principal

This questionnaire is divided into two parts, Part (I), Expectations for the Role of the Co-ordinating Principal--your opinion on what the Co-ordinating Principal should be doing in the following areas:

School-Community Relations

Curriculum and Instruction

Staff Personnel

Pupil Personnel

Physical Facilities

General Administration

Part (II), Personal Data

The purpose of this questionnaire is not to identify the Co-ordinating Principal's duties as a building principal but those that are relevant to the co-ordination of a school system. A system means a high school and feeder schools.

PART (I)

Expectations - What Should the Co-ordinating Principal do?

This part of the questionnaire is designed to determine what duties the Co-ordinating Principal should perform in the six areas identified. Please read each item carefully and then indicate whether you strongly agree, agree,

disagree or strongly disagree by circling one of the responses provided.

School-Community Relations

- | | | | | |
|--|----|---|---|----|
| 1. co-ordinate and encourage parent-teacher conferences in the system. | SA | A | D | SD |
| 2. co-ordinate the scheduling of school activities with community activities in the system. | SA | A | D | SD |
| 3. take an active role in communicating to the public information about the school system. | SA | A | D | SD |
| 4. encourage the establishment of a common policy regarding home assignments in the school system. | SA | A | D | SD |
| 5. with the administrative staff, initiate, encourage and foster PTA organizations. | SA | A | D | SD |

Curriculum and Instruction

- | | | | | |
|---|----|---|---|----|
| 6. encourage teachers to utilize community resources in enriching curriculum. | SA | A | D | SD |
| 7. co-ordinate special programs such as Guidance, Pre-Vocational, Special Education, etc. | SA | A | D | SD |
| 8. visit teachers in feeder schools for the purpose of helping improve instruction. | SA | A | D | SD |
| 9. co-ordinate the use of instructional resources. | SA | A | D | SD |
| 10. provide leadership in the development of extra-curricular activities. | SA | A | D | SD |
| 11. assist in the organization of common programs. | SA | A | D | SD |
| 12. assist in the evaluation of the programs. | SA | A | D | SD |
| 13. provide leadership in curriculum and instruction. | SA | A | D | SD |

Staff Personnel

- | | | | | | |
|-----|--|----|---|---|----|
| 14. | assist the superintendent and others in the selection of school system personnel. | SA | A | D | SD |
| 15. | assist in the assignment of school system personnel. | SA | A | D | SD |
| 16. | assist in the orientation of new school system personnel. | SA | A | D | SD |
| 17. | assist in the evaluation of teachers and principals. | SA | A | D | SD |
| 18. | co-ordinate teacher work-load in the system. | SA | A | D | SD |
| 19. | where possible, arrange for shared services of specialist teachers in the school system. | SA | A | D | SD |
| 20. | encourage staff personnel to improve their instructional methods and qualifications. | SA | A | D | SD |
| 21. | assist principals and teachers with any problems in the system. | SA | A | D | SD |

Pupil Personnel

- | | | | | | |
|-----|--|----|---|---|----|
| 22. | provide for the orientation of new pupils from feeder schools. | SA | A | D | SD |
| 23. | articulate appropriate guidelines for pupil progress and promotion from grade to grade in the school system. | SA | A | D | SD |
| 24. | co-ordinate student fund-raising activities in the school system. | SA | A | D | SD |
| 25. | co-ordinate bus transportation in the system. | SA | A | D | SD |
| 26. | arrange for high school entrance examinations. | SA | A | D | SD |
| 27. | articulate appropriate guidelines for student behavior and work patterns in the system. | SA | A | D | SD |

Physical Facilities

28. co-ordinate the use of shared facilities in the school system. SA A D SD
29. supervise plant maintenance and janitorial services in the school system. SA A D SD

General Administration

30. decide (with the principal) the closing of any school in the system because of inclement weather or for other reason. SA A D SD
31. conduct monthly meetings of principals in the school system. SA A D SD
32. serve as a main link of communication between central office and all schools in the system. SA A D SD
33. attend meetings of the local advisory committee. SA A D SD
34. attend school systems meetings. SA A D SD
35. assist central office in determining the school system budget. SA A D SD
36. promote the aims of the school board and Department of Education. SA A D SD
37. report regularly to superintendent on the entire school system. SA A D SD
38. Are there any other duties which a Co-ordinating Principal should perform as a Co-ordinating Principal? Please list:
- a.
 - b.
 - c.
 - d.
 - e.

Personal Data
(For Teachers Only)

1. Sex _____
2. Age _____
3. Position _____
4. Teaching certificate _____
5. Number of years teaching _____
6. Number of periods you teach per week or cycle _____
7. Grade(s) you teach _____ or subject(s) _____
8. Academic degree(s) or Diploma(s) _____

9. Number of graduate courses you have completed _____

APPENDIX D

DUTIES

Avalon Consolidated School District

SUPERVISING PRINCIPALS

In addition to performing the normal duties of a school principal, Supervising Principals shall:

1. Be members of the General Advisory Committee to the superintendent.
2. Convene and chair regular meetings of principals within their supervisory unit.
3. Strive to create, in meetings of principals, an atmosphere conducive to a free expression of ideas and a critical analysis of all points of view.
4. Transmit to appropriate central office staff and to the General Advisory Committee ideas and recommendations which may have value in formulating policy for the board's consideration.
5. Be generally conversant with the educational program at all levels--particularly with curriculum changes pending and pilot projects on-going--ensure efficient participation with others responsible for proper implementation and evaluation.
6. Assist in preparing schedules, calendars, etc., and in administrative decisions that have a system-wide application.
7. Collaborate with central office staff in matters involving co-ordination and articulation of the educational program, curriculum development and evaluation, in-service education and staffing.
8. Accept membership on ad hoc committees set up by the superintendent and perform such other duties as the superintendent may assign.

Avalon North Integrated School District

1. To conduct monthly meetings of principals in his school system.
2. To direct arrangements for the high school entrance examinations in his school systems.
3. With the administrative staff initiate, encourage, and foster PTA organizations.
4. Where possible, to arrange for shared services of specialist teachers among the schools in his system.
5. At all times, to promote the aims of the board.
6. To serve as a main link of communication between district office and all schools in the system.
7. To be familiar with pupil transportation arrangements in the system and be prepared to advise on such needs.
8. To decide (with the principal) the closing of any school in the system because of inclement weather.
9. Exercise general co-ordination of and articulation with other schools in the system.
10. Perform such other duties as may from time to time be assigned him by the superintendent.

Bay d'Espoir, Hermitage, Fortune Bay Integrated School District

7. Co-ordinating
Principals and
Co-ordinating
Vice-Principals:

A. The Co-ordinating Principal shall:

- (a) Co-ordinate the work of the various schools in their specific areas so that a common program can be developed and a common policy implemented.
- (b) Conduct periodic meetings of principal and staffs in their systems.
- (c) Assess where necessary an improvement of instruction on all grade levels.
- (d) Visit each school in their areas as soon as possible and as often as possible during the school year.
- (e) Insure that the prescribed course of study is being carried out in each school.
- (f) Discuss with principals any weakness found in the schools.
- (g) Report when the duties of the teachers as prescribed by the School Board Constitution and by The Schools Act are not being carried out.

7. Co-ordinating
Principals and
Co-ordinating
Vice-Principals:
(Continued)

- (h) Attend administrative meetings conducted by the board office.
- (i) Present to the superintendent a list of staff required and participate in staff selection.
- (j) Advise on annual requisitions for instructional supplies and equipment for schools in their areas and to control, check, and pass on all such requisitions.
- (k) Perform such other duties as may from time to time be assigned by the superintendent.

B. Co-ordinating Vice-Principals shall exercise the functions of the Co-ordinating Principals in the absence of the latter and perform such other duties as are assigned to them by the Co-ordinating Principal and have the approval of the District Superintendent.

Bonavista-Trinity-Placentia Integrated School Board

Co-ordinating Principals - respond to teachers in the
respective zones on all
educational matters of a
local nature.

Duties and responsibilities of the Co-ordinating Principal and Vice-Principal with the Burgeo Integrated School Board

The Co-ordinating Principal (and/or Co-ordinating Vice-Principal when delegated by his Principal) shall carry out the following duties in addition to the regular Principal's duties stated in the Schools Act, Board by-laws and regulations.

1. Visit the elementary school to meet with the principal and teachers for the purpose of co-ordinating programs between the two schools. He shall be aided in this effort by his Co-ordinating Vice-Principal and his Department Heads (where applicable).
2. Be aware of the needs of the elementary school as well as the high school, both at the administrative and professional level.
3. Co-operate with the supervisor/superintendent in organizing system and school programs, in-service education, system committees, and the like.
4. Supervise untenured teachers in the elementary school and submit an evaluation report as per evaluation schedule.
5. Supervise tenured teachers in the elementary school at the specific request of the supervisor/superintendent.
6. Assist in the selection and orientation of new replacement teachers.
7. Co-ordinate the use of audio-visual and other equipment between the two schools. This involves making all teachers of the system aware of all such materials in the system, and setting up a workable check out, pick up and return system.
8. Follow with the knowledge of the supervisor/superintendent any particular field of endeavor in the system in which he has expertise or interest, and where need exists.
9. Prepare a quarterly report and when necessary special reports to the supervisor/superintendent on the above listed and other activities.

10. Carry out such additional co-ordinating duties as the supervisor/superintendent may require.
11. In carrying out these duties they shall be aware of and fulfill all existing NTA Policy on the role and responsibilities of the Co-ordinating Principal and Vice-Principal.

Burin Peninsula Roman Catholic School DistrictSupervising Principals

- i. Conduct monthly meetings of principals in his school system..
- ii. Establish liaison with outside agencies and officials for advice and assistance (Department of Education, Health Services, University, Vocational Schools and others).
- iii. Be responsible for the functioning of the curriculum in the school system.
- iv. Offer leadership in the area of program instruction.
- v. Direct arrangements for the high school entrance examinations in his school system.
- vi. See that a high level of work is maintained by pupils.
- vii. See that the special needs of individual students are given attention.
- viii. Visit classrooms of all teachers in the school system (on a regular, requested, or needed basis) for the purpose of improving instruction, observing or analyzing teaching and report to the superintendent on forms prescribed.
- ix. Discuss with teachers (and principals, when necessary) techniques which might improve instruction.
- x. Keep records of all class visitations and record the dates of such visits in class register.
- xi. Provide information on board policy and other information guides to school system when requested.
- xii. Advise on annual requisitions for instructional supplies and equipment for school, and check and pass on all such requisitions to board office.
- xiii. Receive statements of school canteen (utility accounts) if any, in his school system.
- xiv. Perform such other duties as may be assigned to him from time to time by the superintendent.

Exploits Valley Integrated School District

Major Areas of Responsibility

In the operation of any school district there are two broad areas of responsibility. These concern the professional program (primary aspect) and business administration (secondary aspect). In this district one is an integral part of the other and complements each other. Consequently, neither aspect, can be under-estimated. Hence, at the system level it is incumbent upon the co-ordinating principal to place both components on his high priority listing. In fact, the district decrees this.

After lengthy discussion with the Ad Hoc Committee, careful consideration and scrutiny, the following terms of reference have been adopted for the co-ordinating principal in this district:

1. Co-ordinating the education program from K-XI in terms of educational philosophy, and individual course objectives, within the general philosophy and guidelines of the district.
2. Co-ordinating curriculum development and improvement, within a total scheme for such activity devised by the district.
3. Articulating through the development of appropriate guidelines individual student programs as students progress from one stage in the education process to the next through the entire system. The main function of the CP is to engender consistency of educational objectives and philosophy from K-XI.
4. Co-ordinating certain student behavior expectations and student work patterns as well as humanizing qualities in the school environment to eliminate dysfunctional conflicts and frustration for students and teachers throughout the system. (This is not intended to mean the standardization of teaching techniques or legitimate styles or approaches, but concerns such matters as manners, courtesy, group behavior, school environment, and student work and study habits, which should be consistently provided for, regardless of the particular teaching styles, etc., of teachers).

5. Deployment to individual schools teachers allocated to the zone, and also the assignment, and scheduling of all shared personnel, such as guidance counsellor, physical education instructor, music consultant and other specialists. (This is district policy wherein central office allocates all teachers as a group to each zone, and individual building principals, in conjunction with the superintendent's office, recruit, hire and assign those teachers subsequently allocated to their schools specifically).
6. Assisting the superintendent in selecting all principals and the co-ordinating vice-principal in the system.
7. Recommending and supervising the work of Department Heads within the system.
8. Administering a zone in-service education program, as applicable on a zone basis, to ensure that teachers throughout the system are exposed to new developments in education, that knowledge and ideas are shared, and that all teachers are assisted to continuously develop and improve.
9. Administering a school-community communication program and acting as a spokesman for the system with regard to broad school or other educational matters that are indigenous to the whole system as opposed to individual schools. However, all public statements relating to board policy must be made or endorsed by the superintendent.
10. Distributing among individual schools and supervising with responsibility budget funds allocated to the zone.
11. Co-ordinating and supervising the transportation of students in the zone. (This means the distribution among schools of free bus trips or mileage, the scheduling of extra bus usage among schools at peak periods--e.g. during Education Week, communicating or negotiating with the bus contractor regarding routing, bus breakdowns, student discipline, etc.; and that supervision of regular buses serving only one school and the discipline of particular school students travelling on any bus are the responsibility of the building principals concerned until problems acute with system or district ramifications).

12. Approving on the advice of building principals the closing of schools as necessary in cases of bad weather, non-arrival of students, furnace problems, etc. (Note that this places responsibility on building principals to suggest when there is a need to close their schools, but requires approval by the co-ordinator to ensure that a consistent policy is practised).
13. Co-ordinating fund-raising activities to ensure that such activities are appropriate in nature, that a proper and acceptable balance among the various schools is observed, and that a proper regard for the community is maintained.
14. Co-ordinating as necessary conflicting activities, and the use of shared facilities, equipment, etc.
15. Acting as a liaison and spokesman for the superintendent in such matters and events as he directs.
16. In addition to these functions, the superintendent reserves the right, at any appropriate time, to include other duties into the terms of reference; and also cancel some of these duties, if necessary.

Notre Dame Integrated School District

5. Every co-ordinating principal shall
- (a) carry out such duties as are defined for a principal in Section 78(2) of the Schools Act, 1969, and amendments thereto;
 - (b) attend all meetings of the local school committee in his area;
 - (c) advise and assist the local school committee in exercising its powers and duties under the Board's By-Laws;
 - (d) subject to Section 19 of the Schools Act, 1969, exercise general supervision over all school programs, property, teachers, and other employees of the school board in his school system, and, ensure that each school is visited at least once in each month of the school year;
 - (e) co-operate with the school principals and the Board supervisors in articulating the programs in the elementary and secondary schools in his school system;
 - (f) act as a means of communication between the superintendent and staff, both professional and non-professional;
 - (g) assist the superintendent in making known to the public the policies of the school board and in enlisting support of the public for the school board's program;
 - (h) exercise all such responsibilities as are assigned to him from time to time by the superintendent.

Pentecostal Assemblies Board of Education

Duties and Responsibilities of the Co-ordinating Principal

In addition to the list of duties listed in the Schools Act, 1969, Section 78(2), the following are also assigned:

(a) to ensure that our schools receive due spiritual emphasis in accordance with the purposes, aims and objectives for Pentecostal Christian schools;

(b) to visit, as often as possible, all feeder elementary schools under his jurisdiction;

(c) to convene a meeting of all elementary principals in his system early in September, and at other appropriate times during the year, in an attempt to improve the educational program;

(d) to assist the elementary principal with any problem relating to the general administration and organization of his school;

(e) to co-ordinate the entire school system by providing for an orientation program (including a teacher handbook); by developing a core curriculum; by developing, in accordance with board policy, a promotion and evaluation program for the system; by overseeing all instructional monies made available to the school system, such as instructional resource materials grant (library grant), teaching aids, teaching supplies, equipment;

(f) to insure that all rules and regulations, as prescribed by the school board and Department of Education, are being adhered to;

(g) to attempt to identify and to improve teaching weaknesses, and report in writing on teachers possessing special talents or teachers considered to be detrimental to the best interest of our school system;

(h) to make regular reports (as specified) to the superintendent on his entire school system;

(i) to attend local school committee meetings in order to offer advice and to ensure that a mutual exchange occurs on all matters relating to the school.

Port aux Basques Integrated School District

Duties of Co-ordinating Principals

1. Assist in the development and implementation of the school district's philosophy of education.
2. Co-ordinate all programs from K-XI in his system.
3. Help develop a continuous program of curriculum improvement throughout his school system.
4. Aid the Principals in his system in developing a sound program of evaluation.
5. Assist the principals in his system in developing and executing procedures relative to pupil classification, marking, reporting and promoting.
6. Assume responsibility for keeping up to date professionally.
7. Meet at least monthly with the principals to ensure the maximum articulation of all activities in the regional system.
8. He will be responsible for seeing that his teachers provide varied and flexible programs for all students.
9. He will encourage students in the development of responsible student government.
10. He should know each teacher in his system personally.
11. He will take all actions possible to keep parents informed of matters affecting their children and education generally in the system; and will endeavor to involve parents as much as possible in these matters.
12. He will assist other principals in providing the most satisfactory working conditions for all non-professional employees.
13. He will be responsible to the board through the business administrator for the purchase and distribution of materials. He will assist the business administrator in the supervision of non-professional employees; and when requested, in any other matters which relate to the business operation of the board.

14. He will work directly with board supervisors in the development of programs and timetabling in his system. He will organize the procedures for in-service education of the system's teachers, and draw on the resources of the board supervisors to assist him.
15. He will be responsible to the school board through the superintendent in the carrying out of all duties described in the by-laws of the board.

St. Barbe South Integrated School District

EVERY CO-ORDINATING PRINCIPAL SHALL:

1. Carry out such duties as are defined for a principal in Section 78(2) of the School's Act, 1970, and amendments thereto.
2. Subject to Section 19 of the School's Act, 1970, exercise general supervision over all school programs, property, teachers and other employees of the school board in his school system, and to ensure that each school is visited at least once in each month of the school year.
3. Co-operate with the school principals and the board supervisors in articulating the programs in the elementary and secondary schools in his school system.
4. Act as a means of communication between the superintendent and staff on his system, both professional and non-professional.

The responsibilities of a Co-ordinating Principal in the Terra Nova Integrated School District

The Co-ordinating Principal must be the professional leader in a regional school system, or combination of systems. In a system, he has responsibility to his students, teachers, other principals, non-professional employees, parents, and the Local Committee. As an employee of the Terra Nova Integrated School Board he will work with the Superintendent, the Assistant Superintendent, Board Supervisors, the Business Manager, and the Maintenance Supervisor in providing the optimum learning conditions for the students in his schools.

System Responsibilities

To Students:

The Co-ordinating Principal will make himself known to all students in the system through periodic visits to their classrooms, assemblies and special activity programs.

- He will assist the Board in employing the very best teachers for these students.
- He will be responsible, with his teacher and the Board, to provide varied and flexible programs for all students.
- He will encourage students in the development of responsible student government.

To Teachers:

The Co-ordinating Principal should know each teacher in his system personally.

He will visit classrooms as often as possible to become more knowledgeable of the learning atmosphere and the teaching techniques in them.

He will assist other principals in the apprenticeship of new teachers, and in the in-service work with all teachers.

He will provide, through staff and system meetings, an opportunity for teachers to participate in discussions affecting them in the schools.

To Other Principals:

The Co-ordinating Principal will provide administrative leadership for other principals in his system.

He will meet at least monthly with them to ensure the maximum articulation of all activities in the regional system.

He will ensure that all instructional materials requested, and approved, are ordered as promptly as possible.

To Non-Professional Employees:

The Co-ordinating Principal will assist other principals in providing the most satisfactory working conditions for all non-professional employees.

To Parents:

THE CO-ORDINATING PRINCIPAL WILL TAKE ALL ACTIONS POSSIBLE TO KEEP PARENTS INFORMED OF MATTERS AFFECTING THEIR CHILDREN AND EDUCATION GENERALLY IN THE SYSTEM; AND WILL ENDEAVOR TO INVOLVE PARENTS AS MUCH AS POSSIBLE IN THESE MATTERS.

To Local Committee:

The Co-ordinating Principal will attend all meetings of the local committee, and assist it in every way possible to carry out the responsibilities assigned to it by the board.

District Responsibilities

To the Superintendent:

The Co-ordinating Principal will be responsible to the school board through the Superintendent in carrying out all duties described in the by-laws of the board.

To the Assistant Superintendent:

The Co-ordinating Principal will work directly with the Assistant Superintendent, in staff selection and evaluation, and in educational planning for new schools or major renovations to existing schools.

To Board Supervisors:

The Co-ordinating Principal will work directly with board supervisors in the development of programs in his system. He will organize the procedures for in-service education of the system's teachers, and draw on the resources of board supervisors to assist him.

To the Business Manager:

The Co-ordinating Principal will be responsible to the board through the Business Manager for the purchase and system distribution of instructional materials, and for the budget assigned his system for these materials.

He will assist the Business Manager in the supervision of non-professional employees; and when requested, in any other matters which relate to the business operation of the Board.

To the Maintenance Supervisor:

The Co-ordinating Principal will assist the Maintenance Supervisor in the delegation of authority for maintenance matters to the Local Committee.

He will ensure that effective lines of communication are established and maintained, between the Maintenance Supervisor and employees in his system.

Summary:

It is the policy of the Terra Nova Integrated School Board to delegate a large measure of autonomy to regional school systems.

This policy, in operation, will mean that a Local Committee may be delegated the board's responsibility in areas such as maintenance of schools, the budget for instructional materials and supplies, control of property, and educational planning; indeed, any area in which the committee

may work as effectively, or more so, than the board itself.

If the Local Committee is to assume this responsibility in education, it must have strong, forceful, professional leadership. The key person must be the Co-ordinating Principal.

The duties of any truly professional person can never be described in exact detail.. Those which have been outlined are intended only to provide the framework within which he has to work in the Terra Nova District, and the relationship with others in this district.

7

APPENDIX E

TABLES

8

TABLE A
PERCEPTIONS

FREQUENCY DISTRIBUTION OF CHOICES FOR SUPERINTENDENT AND ASSISTANT SUPERINTENDENT, SUPERVISORS, PRINCIPALS, AND CPS IN SCHOOL-COMMUNITY RELATIONS, CURRICULUM AND INSTRUCTION, STAFF PERSONNEL, PUPIL PERSONNEL, PHYSICAL FACILITIES AND GENERAL ADMINISTRATION

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-11 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
<u>School-Community Relations</u>																
1. co-ordinates and encourages parent-teacher conferences in the system.	0	100	0	0	22	22	45	11	12	40	44	4	37	36	18	9
2. co-ordinates the scheduling of school activities with community activities in the system.	50	50	0	0	0	67	22	11	20	48	24	8	55	36	0	9
3. takes an active role in communicating to the public information about the school system.	50	50	0	0	11	45	33	11	36	52	12	0	54	46	0	0
4. encourages the establishment of a common policy regarding home assignments in the school system.	50	50	0	0	33	34	11	22	16	28	52	4	37	36	18	9
5. with the administrative staff, initiates, encourages and fosters PTA organizations.	0	100	0	0	33	45	11	11	8	8	68	16	18	18	46	18

TABLE A (Continued)

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-11 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
<u>Curriculum and Instruction</u>																
6. encourages teachers to use community resources in enriching curriculum.	0	100	0	0	11	56	22	11	24	52	20	4	9	64	27	0
7. co-ordinates special programs such as Guidance, Pre-Vocational, Special Education, etc.	0	100	0	0	11	33	45	11	32	32	28	8	36	64	0	0
8. visits teachers in feeder schools for the purpose of helping improve instruction	0	50	0	50	11	45	33	11	8	36	52	4	0	73	27	0
9. co-ordinates the use of instructional resources.	50	50	0	0	0	33	45	22	0	48	44	8	46	27	27	0
10. provides leadership in the development of extra-curricular activities.	100	0	0	0	11	45	33	11	16	36	40	8	36	64	0	0
11. assists in the organization of common programs.	100	0	0	0	0	45	44	11	28	48	24	0	18	82	0	0
12. assists in the evaluation of programs.	50	50	0	0	0	45	44	11	32	44	24	0	45	55	0	0
13. provides leadership in curriculum and instruction.	100	0	0	0	11	56	22	11	32	40	28	0	36	64	0	0

TABLE A (Continued)

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-11 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
<u>Staff Personnel</u>																
14. assists the superintendent and others in the selection of school system personnel.	50	50	0	0	33	45	11	11	20	48	32	0	9	73	18	0
15. assists in the assignment of school system personnel.	100	0	0	0	33	56	0	11	24	52	20	4	18	73	9	0
16. assists in the orientation of new school system personnel.	100	0	0	0	34	33	22	11	12	56	24	8	36	46	18	0
17. assists in the evaluation of teachers and principals.	100	0	0	0	56	33	0	11	36	44	20	0	55	45	0	0
18. co-ordinates teacher work-load in the system.	50	50	0	0	0	45	33	22	12	56	28	4	55	45	0	0
19. where possible, arranges for shared services of specialist teachers in the school system.	100	0	0	0	45	44	0	11	56	40	4	0	55	36	0	9
20. encourages staff personnel to improve their instructional methods and qualifications.	50	50	0	0	0	67	11	22	16	44	36	4	55	45	0	0
21. assists principals and teachers with any problems in the system.	100	0	0	0	34	33	22	11	64	36	0	0	91	9	0	0

TABLE A (Continued)

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-1 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
<u>Pupil Personnel.</u>																
22. provides for the orientation of new pupils from feeder schools.	100	0	0	0	45	33	11	11	68	8	16	8	36	55	0	9
23. articulates appropriate guidelines for pupil progress and promotion from grade to grade in the school system.	100	0	0	0	11	78	0	11	52	36	8	4	55	45	0	0
24. co-ordinates student fund-raising activities in the school system.	50	50	0	0	0	45	33	22	0	32	48	20	18	64	18	0
25. co-ordinates bus transportation in the system.	50	50	0	0	45	22	22	11	60	28	12	0	82	18	0	0
26. arranges for high school entrance examinations.	0	50	0	50	22	11	0	67	16	16	16	52	0	27	9	64
27. articulates appropriate guidelines for student behavior, and work patterns in the system.	100	0	0	0	11	45	33	11	24	48	24	4	36	46	18	0
<u>Physical Facilities</u>																
28. co-ordinates the use of shared facilities in the school system.	100	0	0	0	33	45	11	11	28	40	24	8	73	18	9	0

TABLE A (Continued)

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-11 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
29. supervises plant maintenance and janitorial services in the school system.	50	50	0	0	11	45	22	22	40	12	20	28	55	45	0	0
<u>General Administration</u>																
30. decides (with the principal) the closing of any school in the system because of inclement weather or for other reason.	100	0	0	0	89	0	0	11	84	8	8	0	91	9	0	0
31. conducts monthly meetings of principals in the school system.	100	0	0	0	45	33	11	11	76	8	16	0	73	18	9	0
32. serves as a main link of communication between central office and all schools in the system.	100	0	0	0	22	56	11	11	60	24	16	0	55	36	9	0
33. attends meetings of local advisory committee.	100	0	0	0	78	11	0	11	84	16	0	0	91	9	0	0
34. attends school system meetings.	100	0	0	0	67	22	0	11	88	8	0	4	100	0	0	0
35. assists central office in determining the school system budget.	0	100	0	0	11	45	22	22	8	16	52	24	18	18	55	9

TABLE A (Continued)

Duty	Superintendent and Asst. Superintendent				N-9 Supervisors				N-25 Principals				N-11 CPS			
	3	2	1	N	3	2	1	N	3	2	1	N	3	2	1	N
36. promotes the aims of the school board and Department of Education.	100	0	0	0	56	33	0	11	72	24	4	0	55	45	0	0
37. reports regularly to superintendent on the entire school system.	0	100	0	0	34	22	33	11	56	28	16	0	27	46	27	0

- 3 - Performs to a large degree.
 2 - Performs to a limited degree.
 1 - Does not perform.
 N - Not applicable.

TABLE B
EXPECTATIONS

FREQUENCY DISTRIBUTION OF CHOICES FOR TEACHERS, PRINCIPALS, SUPERVISORS, SUPERINTENDENT AND ASSISTANT-SUPERINTENDENT IN SCHOOL-COMMUNITY RELATIONS, CURRICULUM AND INSTRUCTION, STAFF PERSONNEL, PUPIL PERSONNEL, PHYSICAL FACILITIES AND GENERAL ADMINISTRATION

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
<u>School-Community Relations</u>																
1. co-ordinate and encourage parent-teacher conferences in the system.	25	65	9	1	20	72	8	0	70	30	0	0	100	0	0	0
2. co-ordinate the scheduling of school activities with community activities in the system.	20	61	18	1	12	64	24	0	50	50	0	0	100	0	0	0
3. take an active role in communicating to the public information about the school system.	42	54	3	1	32	52	16	0	80	20	0	0	100	0	0	0
4. encourage the establishment of a common policy regarding home assignments in the school system.	26	46	22	6	8	60	32	0	50	30	20	0	50	50	0	0
5. with administrative staff, initiate, encourage and foster PTA organizations.	16	61	19	4	8	72	20	0	80	20	0	0	100	0	0	0

TABLE B (Continued)

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
<u>Curriculum and Instruction</u>																
6. encourage teachers to utilize community resources in enriching curriculum.	30	64	6	0	24	68	8	0	90	10	0	0	100	0	0	0
7. co-ordinate special programs such as Guidance, Pre-Vocational, Special Education, etd.	30	60	9	1	32	44	24	0	50	50	0	0	100	0	0	0
8. visit teachers in feeder schools for the purpose of helping improve instruction.	26	48	21	5	40	40	20	0	70	30	0	0	50	50	0	0
9. co-ordinate the use of instructional resources.	17	69	13	1	24	60	16	0	60	30	10	0	50	50	0	0
10. provide leadership in the development of extra-curricular activities.	16	62	21	1	16	72	12	0	50	40	10	0	100	0	0	0
11. assist in the organization of common programs.	19	75	5	1	12	84	4	0	40	60	0	0	100	0	0	0
12. assist in the evaluation of the programs.	19	74	6	1	20	76	4	0	40	60	0	0	100	0	0	0
13. provide leadership in curriculum and instruction.	26	66	7	1	24	60	16	0	70	30	0	0	100	0	0	0

TABLE B (Continued)

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
<u>Staff Personnel.</u>																
14. assist the superintendent and others in the selection of school system personnel.	29	59	10	2	32	64	4	0	50	50	0	0	50	50	0	0
15. assist in the assignment of school system personnel.	21	66	12	1	20	72	8	0	60	40	0	0	100	0	0	0
16. assist in the orientation of new school system personnel.	22	70	7	1	16	80	4	0	70	30	0	0	50	50	0	0
17. assist in the evaluation of teachers and principals	19	64	12	5	24	68	8	0	80	20	0	0	100	0	0	0
18. co-ordinate teacher workload in the system.	29	55	14	2	24	56	20	0	60	40	0	0	0	100	0	0
19. where possible, arrange for shared services of specialist teachers in the school system.	33	65	1	1	36	56	8	0	70	20	10	0	0	100	0	0
20. encourage staff personnel to improve their instructional methods and qualifications.	20	70	9	1	12	80	8	0	60	40	0	0	50	50	0	0
21. assist principals and teachers with any problems in the system.	45	53	1	1	48	52	0	0	60	40	0	0	0	100	0	0

TABLE B (Continued)

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
<u>Pupil Personnel</u>																
22. provide for the orientation of new pupils from feeder schools.	25	62	11	2	28	56	16	0	80	10	10	0	50	50	0	0
23. articulate appropriate guidelines for pupil progress and promotion from grade to grade in the school system.	25	63	11	1	32	60	8	0	70	30	0	0	50	50	0	0
24. co-ordinate student fund-raising activities in the school system.	7	45	42	6	32	56	12	0	30	40	30	0	0	100	0	0
25. co-ordinate bus transportation in the system.	22	58	18	2	28	52	12	8	40	50	10	0	0	100	0	0
26. arrange for high school entrance examinations.	21	58	17	4	68	24	8	0	20	50	0	30	0	100	0	0
27. articulate appropriate guidelines for student behavior and work patterns in the system.	25	62	13	0	12	76	12	0	50	40	10	0	0	100	0	0
<u>Physical Facilities</u>																
28. co-ordinate the use of shared facilities in the school system.	25	72	3	0	16	84	0	0	60	40	0	0	50	50	0	0

TABLE B (Continued)

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
29. supervise plant maintenance and janitorial services in the school system.	14	43	36	7	12	32	36	20	20	60	0	20	0	100	0	0
<u>General Administration</u>																
30. decide (with the principal) the closing of any school in the system because of inclement weather or for other reasons.	33	38	21	8	16	12	36	36	70	20	0	10	50	50	0	0
31. conduct monthly meetings of principals in the school system.	23	72	5	0	28	64	8	0	90	10	0	0	50	50	0	0
32. serve as a main link of communication between central office and all schools in the system.	33	57	10	0	24	60	8	8	60	20	20	0	50	50	0	0
33. attend meetings of the local advisory committee	20	78	2	0	24	76	0	0	90	10	0	0	50	50	0	0
34. attend school systems meetings.	27	71	2	0	24	76	0	0	100	0	0	0	50	50	0	0
35. assist central office in determining the school system budget.	25	65	9	1	20	72	8	0	40	50	10	0	0	100	0	0

TABLE B (Continued)

Duty	N-306 Teachers				N-25 Principals				N-10 Supervisors				Superintendent and Asst. Superintendent			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
36. promote the aims of the school board and Department of Education.	23	75	2	0	24	76	0	0	90	10	0	0	50	50	0	0
37. report regularly to superintendent on the entire school system.	18	76	5	1	18	76	16	0	60	40	0	0	0	100	0	0

SA - Strongly Agree
A - Agree.
D - Disagree.
SD - Strongly Disagree.

Decimals are rounded to the nearest whole number.

TABLE C
THIRTY-SEVEN CPS' DUTIES RANKED ACCORDING TO PERFORMANCE PERCEIVED BY SCHOOL
PERSONNEL, AVALON NORTH, 1977

Duty No.	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
1	32.5 (4)	26 (15)	30 (41)	28 (23)	6.5 (4)	11 (17)	17.5 (26)	17 (318)
2	24 (5)	26 (15)	24.5 (47)	16.5 (27)	6.5 (4)	23.5 (15)	34 (16)	34 (199)
3	24 (5)	26 (15)	13 (56)	11 (28)	6.5 (4)	7 (18)	20.5 (25)	2 (407)
4	24 (5)	16 (18)	31 (40)	28 (23)	20 (3)	34 (11)	35 (11)	35 (196)
5	32.5 (4)	11.5 (19)	37 (31)	35.5 (17)	6.5 (4)	7 (18)	33 (17)	33 (202)
6	32.5 (4)	20.5 (16)	18.5 (50)	33 (20)	6.5 (4)	3.5 (19)	13.5 (27)	7 (361)
7	32.5 (4)	31.5 (14)	21 (49)	20 (26)	6.5 (4)	23.5 (15)	29 (21)	11 (334)
8	36.5 (3)	26 (15)	32 (38)	34 (19)	20 (3)	11 (17)	20.5 (25)	31 (211)
9	24 (5)	37 (12)	33.5 (37)	24.5 (24)	20 (3)	27 (14)	25 (23)	26 (269)
10	9.5 (6)	26 (15)	29 (42)	20 (26)	6.5 (4)	29.5 (13)	25 (23)	30 (217)
11	9.5 (6)	34.5 (13)	16.5 (51)	24.5 (24)	6.5 (4)	27 (14)	17.5 (26)	13 (324)
12	24 (5)	34.5 (13)	15 (52)	16.5 (27)	6.5 (4)	27 (14)	10.5 (28)	17 (318)
13	9.5 (6)	20.5 (16)	16.5 (51)	20 (26)	6.5 (4)	11 (17)	25 (23)	11 (334)
14	24 (5)	11.5 (19)	24.5 (47)	32 (21)	20 (3)	23.5 (15)	4.5 (31)	19 (315)
15	9.5 (6)	8 (20)	18.5 (50)	28 (23)	6.5 (4)	17.5 (16)	17.5 (26)	25 (288)

TABLE C (Continued)

Duty No.	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
16	9.5 (6)	16 (18)	26.5 (45)	24.5 (24)	20 (3)	11 (17)	13.5 (27)	14.5 (321)
17	9.5 (6)	4.5 (22)	14 (54)	11 (28)	6.5 (4)	7 (18)	13.5 (27)	27.5 (245)
18	24 (5)	34.5 (13)	26.5 (45)	11 (28)	32.5 (2)	17.5 (16)	29 (21)	24 (291)
19	9.5 (6)	6 (21)	7 (63)	16.5 (27)	32.5 (2)	23.5 (15)	7 (30)	3 (392)
20	24 (5)	26 (15)	28 (44)	11 (28)	20 (3)	17.5 (16)	22.5 (24)	21.5 (303)
21	9.5 (6)	16 (18)	5 (66)	3 (32)	32.5 (2)	17.5 (16)	2 (37)	1 (428)
22	9.5 (6)	8 (20)	9.5 (61)	22 (25)	20 (3)	17.5 (16)	22.5 (24)	23 (297)
23	9.5 (6)	16 (18)	11.5 (60)	11 (28)	20 (3)	11 (17)	8.5 (29)	20 (306)
24	24 (5)	34.5 (13)	35.5 (33)	30.5 (22)	32.5 (2)	35 (7)	13.5 (27)	37 (15)
25	24 (5)	11.5 (19)	8 (62)	5 (31)	32.5 (2)	32 (12)	31 (20)	27.5 (245)
26	36.5 (3)	31.5 (14)	33.5 (37)	37 (14)	32.5 (2)	37 (3)	1 (38)	29 (230)
27	9.5 (6)	26 (15)	21 (49)	24.5 (24)	32.5 (2)	29.5 (13)	27 (22)	21.5 (303)
28	9.5 (6)	11.5 (19)	21 (49)	6.5 (29)	20 (3)	17.5 (16)	8.5 (29)	5.5 (364)
29	24 (5)	26 (15)	23 (48)	11 (28)	32.5 (2)	36 (6)	36 (-5)	36 (150)
30	9.5 (6)	1 (25)	3 (69)	3 (32)	20 (3)	17.5 (16)	37 (-16)	32 (205)
31	9.5 (6)	8 (20)	6 (65)	6.5 (29)	20 (3)	3.5 (19)	10.5 (28)	9 (346)

TABLE C (Continued)

Duty No.	Perceived Performance				Expected Performance			
	SS N-2	S N-9	P N-25	CPS N-11	SS N-2	S N-10	P N-25	T N-306
32	9.5 (6)	16 (18)	9.5 (61)	16.5 (27)	20 (3)	32 (12)	29 (21)	11 (334)
33	9.5 (6)	2 (24)	1.5 (71)	3 (32)	20 (3)	3.5 (19)	4.5 (31)	8 (355)
34	9.5 (6)	3 (23)	1.5 (71)	1 (33)	20 (3)	1 (20)	4.5 (31)	4 (376)
35	32.5 (4)	26 (15)	35.5 (33)	35.5 (17)	32.5 (2)	32 (12)	17.5 (26)	17 (318)
36	9.5 (6)	4.5 (22)	4 (67)	11 (28)	20 (3)	3.5 (19)	4.5 (31)	5.5 (364)
37	32.5 (4)	19 (17)	11.5 (60)	30.5 (22)	32.5 (2)	17.5 (16)	32 (19)	14.5 (321)

SS - Superintendents; S - Supervisors; P - Principals; CPS - Co-ordinating Principals; T - Teachers.
Numbers in parentheses refer to weighted scores.

END

1	5	0	4	8	2
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FIN





